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ABSTRACT

Intended for teachers and others providing services for moderately and severely physically and/or mentally handicapped children and young adults, the manual presents strategies, procedures, and task analyses for training in daily living skills. Section I provides an overview of tactics for teaching activities of daily living (ADL) skills, including assessment, reinforcement procedures, task analysis, instructional methods, data collection and analysis, behavior management, and support activities. Section II consists of over 200 individual instructional sequences designed to teach specific skills in the areas of dressing, eating, grooming/toileting, and housekeeping. General references listing resources which apply to more than one sub-area of ADL skills are provided in Section III. Appended is information on currently available prosthetics and adaptive equipment, such as grooming and housekeeping aids, and a list of references. (IM)

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MANUAL OF ALTERNATIVE PROCEDURES: ACTIVITIES OF DAILY LIVING

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PREFACE

Eight manuals of alternative procedures, each organized around a specific skill area (activities of daily living, social development, early language, mathematics, vocational training, motor development, advanced language, and measurement) have been designed to provide teachers and other service deliverers with information which will assist in the implementation of individualized educational plans. Instructional suggestions in each manual are organized according to specific instructional objectives. The objectives addressed are based on the performance statements identified in the Educational Evaluation and Planning Package (1976). The present manual, Activities of Daily Living, includes eating, dressing, toilet training, grooming, and housekeeping objectives. The manual provides the following types of information:

- Specific teaching tactics commonly used in ADL training situations. Tactics described include shaping, task analysis, reinforcement, and behavior management.
- Instructional sequences for over two hundred specific ADL skills.
- Abstracts of training programs which have been developed by various training organizations.
- References (articles, books, movies, etc.) for those desiring background information for particular areas in ADL training.
- Commercially available materials designed to assist in the development of ADL skills.

The tactics and procedures included in this manual are based primarily on field experience at the Walter E. Fernald State School (Waltham, Massachusetts), the Hogan Regional Health Center (Danvers, Massachusetts), and the Shore Collaborative (servicing Chelsea, Everett, Malden, Medford, Revere, Saugus, and Winthrop).

The strategies, tactics, and task analyses developed at these sites resulted from the combined efforts of professionals, paraprofessionals, and parents to create and implement training programs for moderately and severely handicapped children and young adults.

INCLUSION OF ANY TRAINING SEQUENCE/PRODUCT/MATERIAL IN THIS MANUAL IS NOT AN ENDORSEMENT OF THAT ITEM BY THE MASSACHUSETTS CENTER FOR PROGRAM DEVELOPMENT AND EVALUATION OR THE MASSACHUSETTS DEPARTMENT OF EDUCATION, BUT RATHER REPRESENTS AN ATTEMPT TO PROVIDE DIVERSE INFORMATION ABOUT ALTERNATIVE STRATEGIES AND TASKS. IN ADDITION, ARBITRARY LIMITATIONS HAVE BEEN APPLIED TO THE INCLUSION OF MATERIALS IN CERTAIN SECTIONS DUE TO SPACE RESTRICTION. WHEN SUCH LIMITATION HAD TO BE MADE, MATERIALS THAT HAD THE BROADEST APPLICATION WERE SELECTED.

ANY OF THE MATERIALS IN THIS MANUAL MAY BE PHOTOCOPIED. WE HOPE THAT TEACHERS WHO DEVELOP NEW TRAINING PROCEDURES WILL FORWARD THEM TO THE CENTER FOR INCLUSION IN FUTURE EDITIONS OF THE MANUAL.

TABLE OF CONTENTS

PREFACE III

USING THE ADL MAP 1

STRATEGIES FOR TEACHING ADL SKILLS 5

NEXT STEP CHART 23

INSTRUCTIONAL SEQUENCES

- DRESSING 27
- EATING 73
- GROOMING/TOILETING 97
- HOUSEKEEPING 129

REFERENCES

- DRESSING 213
- EATING 217
- GROOMING 222
- TOILETING 226
- HOUSEKEEPING 232
- GENERAL 236

PROSTHETICS AND ADAPTIVE EQUIPMENT 241

INDEX OF INSTRUCTIONAL SEQUENCES 249

USING THE ADL MAP

This manual consists of three sections. The first, "Strategies for Teaching ADL skills," provides an overview of the various strategies/ tactics that can be used by teachers to help students acquire ADL skills; topics discussed include ADL assessment, reinforcement procedures, task analysis, instructional tactics (shaping, modeling, etc.), data collection/analysis, behavior management, and support activities. The second section consists of over two hundred individual instructional sequences (e.g., the procedures used in a series of controlled training situations) designed to assist a learner to attain a specific skill. Although there are potentially hundreds of ways to achieve an objective, space restrictions allow that only one or two be included for each objective. As a result, the sequences included should be thought of as core sequences that must be modified to meet individual needs. Figure 1 indicates the components of each instructional sequence. The sequences are organized so as to follow the general outline of the Activities of Daily Living Section of the Educational Evaluation and Planning Package (Volume 1). Therefore, they are organized by sub-area (dressing, eating, toileting, grooming, and housekeeping) and skill cluster (takes off indoor/outdoor clothes, etc.). The third section contains a reference list for each of the sub-areas. The references provided include media, articles, books, and training packages. There also is a general reference section which contains items that apply to more than one sub-area.

Before attempting to use the manual, teachers should read section 1, "Strategies for Teaching ADL Skills," to acquire a general understanding of the approaches and terms used in the manual. Although detailed

information is provided on some topics, a teacher who desires in-depth information about a specific tactic should consult the general reference section. The more comprehensive the teacher's understanding of the topic discussed, the easier it will be to modify the instructional sequences to meet the needs of individual students.

To most efficiently use the "Instructional Sequences" and "References" section of this manual (indexed according to instructional objectives) a teacher should establish specific objectives for a student. The objectives in these two sections are grouped according to skill clusters (groupings of similar skills).

After locating the suggested sequence, the teacher should determine if the student has the indicated prerequisite skills. If not, the teacher

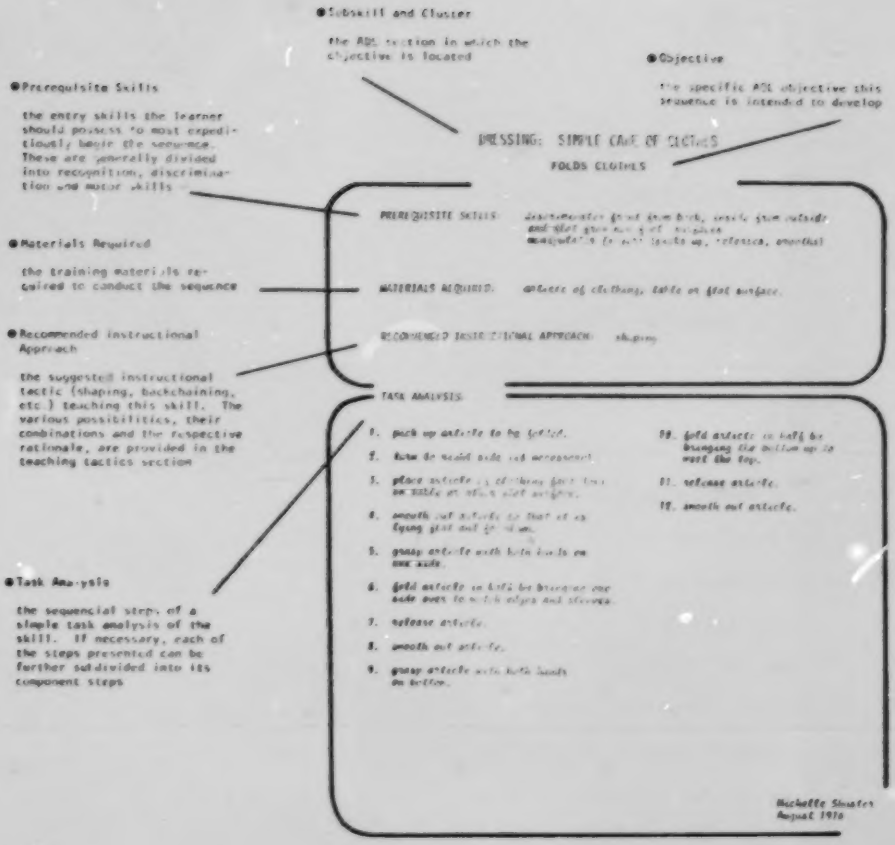
●Subskill and Cluster
the ADL section in which the objective is located
●Objective
the specific ADL objective this sequence is intended to develop
●Prerequisite Skills
the entry skills the learner should possess to most expeditiously begin the sequence. These are generally divided into recognition, discrimination and motor skills
DRESSING: SIMPLE CARE OF CLOTHES
FOLDS CLOTHES
PREREQUISITE SKILLS:
●Materials Required
the training materials required to conduct the sequence
MATERIALS REQUIRED: articles of clothing, table or flat surface.
●Recommended Instructional Approach
the suggested instructional tactic (shaping, backchaining, etc.) teaching this skill. The various possibilities, their combinations and the respective rationale, are provided in the teaching tactics section
RECOMMENDED INSTRUCTIONAL APPROACH: shaping
TASK ANALYSIS:
1. pick up article to be folded.
2. turn to avoid side if necessary.
3. place article on clothing first item on table or other flat surface.
4. smooth out article so that it is laying flat and free of wrinkles.
5. grasp article with both hands on one side.
6. fold article in half by bringing one side over to match edges and sleeves.
7. release article.
8. smooth out article.
9. grasp article with both hands on bottom.
10. fold article in half by bringing the bottom up to meet the top.
11. release article.
12. smooth out article.
●Task Analysis
the sequencial steps of a simple task analysis of the skill. If necessary, each of the steps presented can be further subdivided into its component steps
Rochelle Shuster
August 1976

Figure 1. Components of an instructional sequence.

must decide whether it is more economical to teach the prerequisite skill as part of the objective under consideration or to teach the prerequisite separately and proceed with the objective at a later date. If the teacher decides to proceed with the objective, the next step is to determine the appropriate instructional approach. Although each instructional sequence presented includes a recommended instructional task analysis. In order to determine appropriate strategies and tactics for a specific learner, the teacher needs to consider three primary factors: the student's learning style, age, and physical constraints.

Learning style refers to any performance characteristics unique to a student which would likely affect the manner in which the skill is taught. Learning style information includes that which is relevant to the type of training assistance (verbal, demonstration, physical, either partial or total) and the training setting, (usually either individual or small group) required by the student for maximum performance. Another aspect of learning style is the identification of the prevalent domain in which training is required (motor, cognitive or social). The teacher also should be aware of attention span, reinforcement performances, and interfering behaviors (perseverance, non-compliance, etc.).

Although the specific training procedures may be affected minimally by the student's age, the time that can be devoted to the skill may be critically affected by this factor. This consideration of age reflects the constraints placed on trainers by federal and state statutes that ensure the educational rights of students up to a certain age. Thus, a student who is eighteen may require an intensive training program using a direct approach (like teaching handwashing through a task analysis approach five times per day), whereas a five year old with the same objective may be taught through a combination of task analysis (once per day) and support activities (water play, playing with cloth, etc.). The combination approach usually takes longer but it often helps the student develop a broader base for dealing with other skills that will be attempted later.

Physical constraints are a third critical factor in the selection of training tactics. Obviously, visual demonstrations are inappropriate for blind students as are verbal instructions for the deaf. On a more subtle level, physical constraints can affect the choice of rewards, frequency of training, the training site, and can require environmental modifications. The teacher should consider the use of applicable prosthetic equipment which might assist the student in overcoming physical constraints.

Consideration of the above factors should provide teachers with a basis for selecting instructional sequences to meet the needs of specific learners. If a teacher is unfamiliar with the tactics required by a sequence or merely wishes to develop a broader understanding of that area of instruction, he/she should consult the reference section.

Once a teacher has located/developed the instructional sequence most appropriate for a learner, it is necessary to determine how to collect and analyze performance data. This data provides the basis for making required modifications in instruction. The best policy with regard to data collection is to gather only enough data to answer the questions that a teacher feels are essential to the monitoring of progress. The amount of data will fluctuate as the needs change. If the teacher

requires assistance in developing a data collection/analysis system, he/she should reread Section I, which provides specific recommendations.

STRATEGIES FOR TEACHING ADL SKILLS

Educational professionals currently are faced with numerous programmatic, economic, architectural, and legal difficulties as a result of a recent movement, formalized by court decisions and legislation, which expanded public school services to include severely retarded students (Gilhool 1973, Lippman & Goldberg 1973). The soon to be implemented federal special education law P.L. 94-142, will complete the movement by requiring all states to provide educational opportunities to all the handicapped. The addition of severely retarded students into public education will create a need for new educational resources and procedures which presently do not exist within the schools. As a result of this movement, traditional definitions of education are no longer accurate. In response to the need for a more precise definition of education, Roos (1971) has stated that:

> Education is the process whereby an individual is helped to develop new behavior or to apply existing behavior, so as to equip him to cope more effectively with his total environment. It should be clear, therefore, that when we speak of education we do not limit ourselves to the so-called academics. We certainly include the development of basic self-help skills. Indeed, we include those very complex bits of behavior which help to define an individual as human. We include such skills as toilet training, dressing, grooming, communication and so on (p2).

Roos recognizes the need to broaden our view of education and suggests that program emphasis for severely retarded students include skill areas that, traditionally, have not been considered a part of public school education. The design of training programs must take into consideration the long-term needs of the severely retarded. Programming will have to include the development, maintenance and refinement of self-care, grooming, communication, and social adaptive skills. The emphasis in programming should be on activities that move students toward independence and self-direction.

Traditionally, many parents and professionals alike, guided by the expectation that the severely retarded would remain childlike, have tended to infantilize these persons and perpetuate their helplessness and dependence. In the not-too-distant past, severely retarded persons were thought to be incapable of learning, and developmental programming for these individuals was considered futile. In contrast to this pessimistic view, the severely retarded now are being taught many skills (Gold 1973; Lake 1973; Watson 1973 & 1972; Cortazzo 1972; Ball 1971; Gardner 1971; Bialac 1970; Girardeau et. al., 1970; Gardner & Watson 1969; Barnard & Orlando 1967; Hollis & Gorton 1967).

Experience with mentally retarded persons in a variety of program settings during the last decade has demonstrated that the systematic use of positive reinforcement can facilitate the development of skills including self-feeding (Berkowitz et. al., 1971; Groves & Carraccio 1971; Witney & Barnard 1966; Bensberg et. al., 1965; Spradlin 1964; Blackwood 1962); dressing (Martin et. al., 1971; Kimbrell et. al., 1967; Ming & Ball 1967; Karen & Maxwell 1967); toilet use (Foxx & Azrin 1973; Watson 1967; Giles & Wolf 1966; Baumeister & Klosowski 1965; Hundziak et. al., 1965); grooming (Treffry et. al., 1970; Bensberg et. al., 1965; Girardeau & Spradlin 1964); motor skills (Auxter 1971; Smith 1972; Rice et. al., 1967; Ball & Porter 1967; Johnson et. al., 1966); language development (Jeffrey 1972; Stremel 1972; Bricker & Bricker 1970; Peine et. al., 1970; Risley & Wolf 1968; Sloane 1966); and socialization (Roos 1968; Weison & Watson, 1967; Bensberg et. al., 1965; Girardeau & Spradlin 1964).

Activities of Daily Living (ADL) training (dressing, eating, grooming, toileting, and basic housekeeping) includes some of the most critical skills that must be acquired by severely retarded students. The acquisition of these ADL skills has several consequences, such as providing more time for other activities, enhancing a sense of well-being and self-satisfaction, improving physical hygiene and health, establishing the prerequisites for the development of other skills, and providing the skills necessary for movement to less restrictive educational and residential opportunities. In summary, ADL competence is a basic prerequisite for access to participation in the opportunities associated with a normal life style in our society.

In the past, the teaching of behavior clusters such as ADL skills primarily has been the responsibility of parents and residential staff. However, recent federal and state legislation requiring a zero-reject educational model has made ADL skill development an integral part of the public school curriculum. ADL skills are among the most important for students to acquire; they are a prerequisite for almost all activities in our society. Most people acquire ADL skills without conscious effort and perform them automatically. For the severely handicapped or young handicapped student, however, these skills often represent tremendous barriers that must be overcome through strenuous effort.

The teaching of ADL skills often is a new and complex task for the classroom teacher; new assessment procedures must be investigated, objectives established, task analysis completed, instruction implemented, and performance monitored. Each of these steps must be completed successfully before a student can acquire the ADL skills necessary prior to attempting other life situations.

ADL Assessment

In order to gather planning information, educators historically have relied on a wide variety of testing procedures: some predictive, some projective, and most comparative. These approaches generally have proven inappropriate with regard to ADL skills. As an alternative, educators assessing ADL skills have relied on behavior rating scales such as the Cain-Levine Social Competency Scale (1963) and the AAMD Adaptive Behavior Scale (1971). These scales require an informed observer to make statements regarding the student's ability to perform specific skills. Unfortunately, these scales, because of their limited number of ADL items require an assessor to make broad generalizations based on a few specifics.

An alternative assessment device capable of pinpointing performance over a broad spectrum of skills is the Educational Evaluation and Planning Package (1976). Its ADL section contains checklists which allow an assessor to report specific performance on more than two hundred and fifty skills. Using this information, an assessor should be able to develop appropriate objectives and determine appropriate teaching tactics.

Alternative Reactions to Identified ADL Objectives

When assessment results indicate that a student does not perform certain ADL skills, the teachers must make a number of decisions (Figure 2). First, it is necessary to determine if the student can demonstrate the skill if the physical and/or behavioral environment is modified. If environmental modification is not sufficient to allow skill performance, the appropriate instructional strategies must be identified, the appropriate instructional sequence located or developed, and the necessary support tactics determined. Once these decisions are made, instruction may begin; however, performance must be monitored constantly and in such a way as to allow for the pinpointing of necessary instructional modifications.

As previously stated, the initial task is to determine whether modifying the behavior and/or physical environment will allow the learner to demonstrate the skill. Possible actions within this non-instructional intervention (Mager & Pipe 1970) category include removing physical obstacles (widening toilet stalls), providing assisting devices (hand bars), prescribing prosthetic devices (dorsal feeding splints), or altering the inherent consequences of the environment (eliminating punishment, arranging positive consequences, etc).

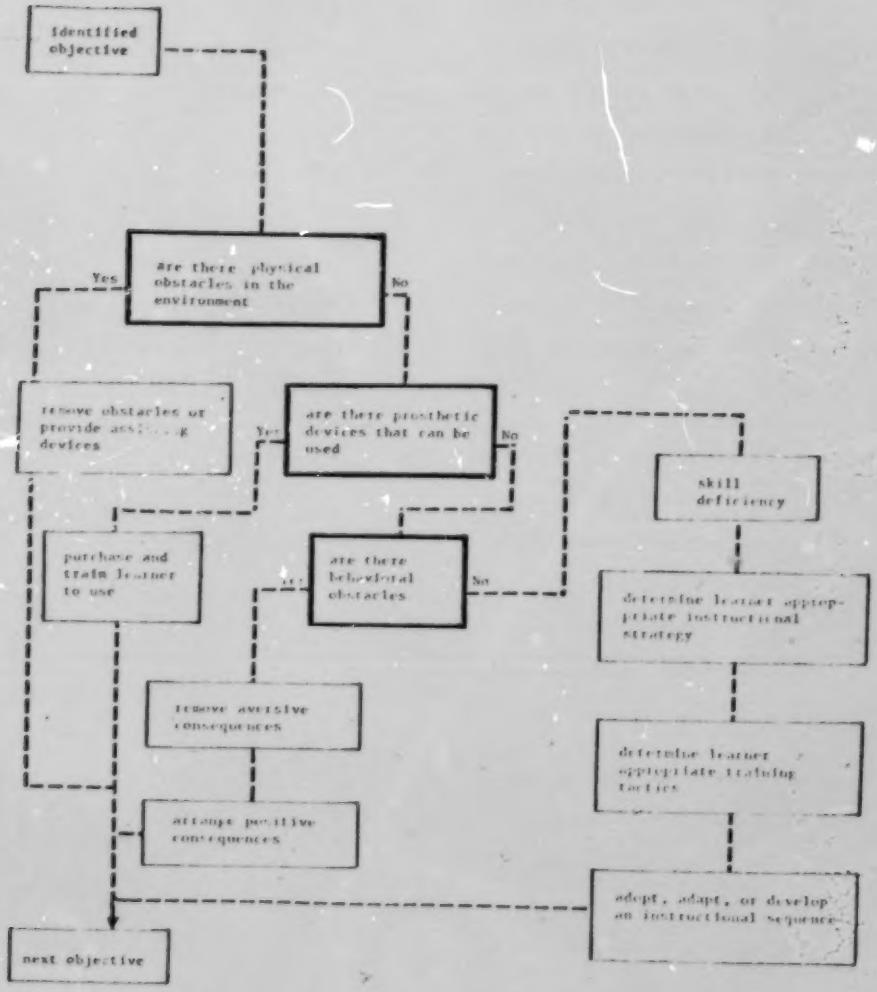

Figure 2. Alternative reactions to identified objectives.

Instructional Tactics

The first step in instructional intervention is to identify appropriate strategies and tactics, that is, given the student's level of functioning in various skills and overall performance patterns, what procedures should be used in the intervention? Some strategy decisions include the type of intervention (play centered, behavior modification, neotraditional, etc.), size of instructional groups (one to one, small group, etc.), and classroom support activities. Tactics refer to factors such as primary receptive/expressive modes, reinforcement preferences, attention span, etc. In teaching most ADL skills, an initial phase of individual instruction often is necessary. Support activities (classroom play, physical therapist services, etc.) also have been found to contribute significantly to the acquisition and generalization of ADL skills.

Although it is important that no instructional strategies be excluded from consideration, as previously noted, considerable success in teaching ADL skills has been achieved through an approach involving the principles of task analysis, systematic instructional tactics and reinforcement procedures. Together these principles represent the elements of a process for the development of instructional sequences which can be used to teach ADL skills to severely retarded students. The task analysis identifies the steps which the student must complete to demonstrate the skill. The systematic instructional tactics identify alternative means of teaching the skill. The reinforcement procedures provide the basis for selecting and delivering those rewards which will best encourage the student to continue with the difficult task at hand.

Task Analysis: Task analysis is the basis for the development of ADL instructional sequences. It refers to the breaking down of the instructional task into component sub-tasks (Semmel, Semmel & Thiagarajan 1974). With regard to ADL skills, the task analysis may be derived primarily from the observation of a skilled performer; that is, have someone who can perform the task do so and record each movement. To assure that no steps have been missed, the demonstrator should then perform each step as the recorder reads it back. If the performer can complete the task by merely following the steps, the task analysis is detailed enough to begin training.

Since the number of steps that comprises a task analysis is theoretically unlimited, the detail of the initial task analysis for any skill will be arbitrary. As a rule it should include the major movements involved in the task. An example of a "hand washing" task analysis at a major level would be:

1. goes to sink
2. rolls up sleeves
3. turns on water
4. dampens hands
5. turns off water
6. picks up soap
7. turns soap
8. replaces soap
9. lathers hands front and back
10. turns on water
11. rinses hands
12. turns off water
13. picks up towel
14. dries hands
15. replaces towel
16. rolls shirt sleeves down

The next level of analysis depends on the student's abilities. If the student is unable to perform the step, it may be necessary to break that step into its component steps. For example, to achieve success, some students may require the "replaces soap" step to be sub-divided into:

1. holds soap
2. moves soap toward tray
3. places soap in tray
4. releases soap
5. removes hands

Tactics: There are a number of instructional tactics which can be used to help students acquire ADL skills. Unfortunately, a tactic that works well with one student will not necessarily be successful with another. When one method proves ineffective for a particular student, the teacher should be aware of other alternative approaches. There are four common instructional tactics that can be used in the teaching of ADL skills.

Shaping: is a procedure in which reinforcement is administered systematically for each step which approximates the desired task. Initially, a reward is given when the student performs something already in his/her repertoire. Gradually, to be rewarded, the student is expected to perform in a way which more and more realizes the desired task. Finally, the student only receives the reward after performing the task of taking off a sock, initial reinforcement might be given when the sock is touched; later, the student may be required to pull the sock over the heel before the same reinforcement is given. This gradual change in teacher expectations continues until the student is performing the entire task before being reinforced.

The instructional tactic called modeling allows the student to watch a demonstration of the task being performed correctly. Initially, the demonstration is done slowly in small steps, and is accompanied by a verbal or signed explanation of the steps. This allows the student to see the complete process and the results. Next, the model performs one step of the task at a time, giving the student a chance to repeat the behavior. If the student hesitates, physical guidance and verbal

explanation is given. For example, when brushing hair, the model should demonstrate how to hold the brush and then make sure the student is holding the brush appropriately before moving to the next step. As the student progresses, steps should be combined until the demonstration is performed at a normal rate. Once the student is able to follow a normal rate demonstration, the physical demonstration should be reduced to a verbal request, i.e., "Please brush your hair".

When first learning a task, the student may require a high level of assistance (physical and/or verbal). As the student becomes competent at performing each step, the assistance should be reduced gradually. This reduction of assistance is called fading. For example, in teaching a student handwashing it may be necessary to provide physical and verbal assistance for each step, i.e., say "turn on the water", and help the student grasp and turn the faucet handle. When the student begins to demonstrate some ability to perform the step, the teacher should encourage the student to perform the task with only a verbal cue. If both physical and verbal assistance are being used, fade the physical assistance first and then gradually remove the verbal. The fading of physical and verbal cues for each step continues until only the initial verbal command ("wash your hands") is required.

There are various levels of assistance that a teacher can use in attempting to train the student to be totally independent at a skill (washes hands when they are dirty); among these are:

- initial command ..... needs to be told "go wash your hands"
- verbal cue ..... stops in the sequence and has to be asked "what do you do next"

* step command ..... stops in sequence and has to be told next step (step command) "pick up the soap"

* gesture ..... step command and pointing

* demonstration ..... step command followed by demonstration

* partial physical ..... step command followed by physical prompt (move student's hand toward soap and release)

* full physical ..... step command and assisting the student through the complete step (move student's hand toward the soap, place fingers about soap, etc.).

Another procedure is called backchaining. In backchaining, assistance initially is given (physical and/or verbal) on all the steps. At the next stage, assistance is given for all steps except the last. The student must independently complete the last step, and thus, complete the task. The student then is rewarded for completing the task. Subsequently, the student is required to perform the last and next to last steps independently. As mastery of each step is reached, assistance continues to be withdrawn. Eventually, the student is expected to complete the entire task unassisted. For example, in the task analysis for putting on a hat, the teacher should go through the complete task with the student:

1. locate hat
2. grasp hat with one hand
3. place hat on head
4. release hat

Later assistance would be given for the first three steps only and the student would be expected to complete step four independently. When the student could do step four alone, then the teacher should only provide assistance for the first two steps and expect the student to complete steps three and four unassisted. This process would continue backwards until the learner could perform all four steps independently.

Backchaining is used because it maximizes the probability of a student completing specific steps in the sequence, independently and successfully. The emphasis is on not moving to a new step until success is virtually assured. By arranging instruction in such a manner it avoids the failure often associated with the fading procedure.

If the student does not have the attention span to complete an entire sequence or becomes confused by many steps, an alternative approach is recommended. Instead of teaching each step as part of a sequence, each is taught in isolation; that is, the handwashing program might at some point only involve practice at picking up a bar of soap in the classroom. When the student has acquired all the steps in isolation, the complete sequence is introduced. The teacher must then decide what tactic (fading, backchaining, etc.) to use to teach the sequence.

Reinforcement Procedures

Many books and articles have been written dealing with the advantages and disadvantages of using reinforcement procedures in the development of ADL skills (Berkowitz, et. al., 1971, Foxx &Azrin 1973, Martin et. al., 1971). The question of whether or not to use reinforcement is academic, since every teacher, consciously or unconsciously, uses rewards in some manner (i.e., praise, attention, etc.). The issue is how and when the teacher uses reinforcement procedures and how systematically they are applied.

A basic component of ADL training using behavioral techniques is attention to and consistent application of reinforcement procedures. Reinforcement, like cues and assistance, is only one of the variables in the learning process. Like the other variables, it should be manipulated to help the student move toward independence. It is a

component that should change as the student progresses. Generally, the progression is from extremely individualized rewards to those which commonly are found and accepted in our society (e.g., intrinsic, social, monetary).

Simply stated, when a student does something correctly, the teacher attempts to reward the student, e.g., verbal praise for putting on shoes, eating correctly with a fork. The rationale for this action is that when rewards are applied systematically for a specific behavior, the student will repeat the behavior to receive the reward again. Sometimes teachers do not consistently deliver rewards; occasionally, a student may resist a teacher's attempt to reward. The teacher may not consider either of these important, but they often can have serious learning consequences. Research on learning theory has found that both skill acquisition and retention are affected strongly by the manner in which reinforcement is delivered.

Two essential aspects of implementing a successful reinforcement procedure are the determination of appropriate rewards and the delivery of those rewards. Preferred rewards vary depending on the student, and sometimes on the situation. Some students like to be praised by their teachers, others don't care, some prefer to play with their peers, others prefer to be alone. The only way to find out if a particular item or activity is reinforcing is to see if the student's behavior occurs more frequently when the reward is given. There are various procedures that will help a teacher identify potential reinforcers.

Detailed below is a recommended hierarchy of procedures which can be used to determine potentially reinforcing situations for a specific student.

1. if possible, ask the student.
2. question others who have been associated with the student and have had ample opportunity to observe likes and dislikes, e.g., parents, teachers, ward personnel.
3. observe the student in a natural environment, (home, classroom, ward) and determine through observation any likes and dislikes.
4. observe the student in a controlled environment where a number of potential reinforcers are available. Put four or five potential rewards (piece of candy, little soda, chips, etc.) on a table and ask the learner to take one. Repeat this procedure and remove the item if it has been chosen in two successive trials.

Following the question and/or observation period, it should be possible to priority rank a student's potential rewards by their specific characteristics:

* strength -- rank from apparent strongest to apparent weakest. It also is necessary to consider the saturation curve of the reward, that is, how long does it maintain its initial strength. For example, a walk may be a strong reward, but after one walk, the student may become tired, thus, the walk loses its reinforcing capabilities.
* disruption -- how difficult is it to dispense the reward, i.e., how upsetting is it to the training situation? A piece of hard candy may be easy to dispense, but if a student requires three or four minutes to eat it (and, thus, does not concentrate on the task), it can be extremely disrupting. It also is essential to consider the disruptive characteristics of a reward if it is to be used in group instruction.
* measurability -- can it be measured in quantifiable amounts for duplication by others? Items such as candy and cereal are relatively easy to measure (one piece of candy, two teaspoons of cereal), while social rewards are difficult to measure due to individual tutor differences.
* social acceptability -- certain reinforcing activities may upset those who have to work with the student. Rewards, such as, twirling or ripping pages out of a book, may be labeled "bizarre" and "socially unacceptable" by staff or parents. It is necessary that the tutor be as willing to give the reward as it is for the student to want the reward.

After all variables are examined, the teacher should decide on the item (what is the reward: food, liquid, token, social, intrinsic, etc.?), the schedule (does the student get the reward after each correct response, after every two or three correct responses, at the end of the session, etc.?) and the quality (does the student require a whole glass of juice after each correct response or half a glass?).

To be effective, rewards should be given immediately following the behavior; otherwise the reinforcement may be associated with a random behavior which occurred between the time the desired behavior was performed and the reward presented. Therefore, when teaching a student to put on a shoe, as soon as the back of the shoe is slipped over the heel, the reward should be given. If the reward is playing with the toy or spending time in a particular setting, immediate presentation of the reward is more complicated. Ideally, the student should be allowed to play with the toy or stay in the setting and then be brought back to the activity. However, the use of such rewards is frequently time consuming; in addition, they can result in a tug-of-war between the teacher and the student. Therefore, it is beneficial to find reinforcers which can be delivered and terminated easily.

During the skill acquisition phase, it is important to deliver rewards each time the student performs the task in order to maintain the student's performance. The teacher can shape the student's performance by rewarding those behaviors which approximate the desired skill. Eventually, only when the student has performed the entire task correctly is a reward delivered. Once the student has acquired the behavior, a reward may then be delivered sporadically to maintain it.

Rewards should be delivered according to a reinforcement schedule, a plan which describes when they are to be disseminated. Schedules generally are specified by either the number of responses emitted or the lapse of time. If a student is rewarded after completing a specific number of tasks or trials, it is a fixed ratio schedule, e.g., after every correct response, the student receives reinforcement (FR1), or after four correct responses, one reinforcement is presented (FR4), etc. Generally, fixed ratio schedules are used during initial training to increase and maintain the rate of responding. Variable ratio schedules are those in which the number of responses necessary for a reinforcement changes; that is, sometimes a teacher will require three responses, sometimes five and sometimes seven (all, however, revolve about a specific mean). Variable ratio shedules are used to increase the rate of responding.

The scheduling of reinforcement delivery also can be based on time intervals. In a fixed interval schedule, reinforcement is delivered after a specific amount of time elapses (one reinforcement per minute, etc.). A variable interval reinforcement schedule varies the amount of time between reinforcements (one minute for the first reinforcement, three minutes for the second, two for the third, etc., varying about a mean). Interval schedules generally are used to maintain performance over extended time periods.

Data Collection and Analysis

Once the task has been broken down into its sequential steps and the instructional tactic identified, the teacher must determine what scoring system to use to monitor the student's acquisition of the skill. One common system involves scoring the student's performance of each

step through a point system correlated to the amount of teacher assistance required by the student to accomplish the step. There are various point systems; one example is:

POINTS	ASSISTANCE
5	initial command
4	verbal cue
3	step command
2	step command and partial physical assistance
1	step command and full physical assistance
0	refuses all attempts to assist

To start the sequence, the teacher tells the student to "Go wash your hands". If the student goes to the sink without assistance, 5 points are recorded. If the student does not respond, the teacher cues by saying, "Where do you go to wash your hands?" (4 points for an appropriate response) and if the learner still does not respond, the teacher says "Go to the sink" before the learner performs (3 points). If the student continues to be unresponsive, the teacher repeats the step command and physically guides the student to the door of the bathroom. If the student then proceeds to the sink independently, 2 points are recorded.

If it is necessary for the teacher to give the command and walk the student to the sink, 1 point is recorded. Each time the student moves from one step to the next, points are recorded. If the student walks to the sink, rolls up sleeves and turns on the water, 5 points would be recorded for each step.

Points also may be assigned to various levels of performance as quality control measures, such as "how well the hands are washed" and "how well the hands are dried". Quality control scoring generally is more subjective:

Points	Quality of Performance
3	good
2	fair
1	poor

Using this scoring procedure, each skill has a point score that represents independent and quality completion of the task. For example, there are 16 steps in the handwashing sequence, for each step independently performed the student receives 5 poihts (total points would be 5 X 16 = 80 points). However, with handwashing there are two quality control measures each having a maximum score of 3 (2 X 3 = 6). Thus, the score 86 represents independent and quality completion of the task. Each step is only scored once in a session. Points should be recorded on a simple data sheet that provides a space for the score of each step during the session (Figure 3).

STUDENT: DEBRA
PROGRAM: HANDWASHING
STAFF: VARIED

DATE →	12 Dec.	13	14	16	17	18												
1. Goes to sink	5	5	5	5	5													
2. Rolls up sleeves	4	4	4	4	5													
3. Turns on water	3	3	3	4	5													
4. Dampens hands	3	3	4	3	4													
5. Turns off water	2	2	3	4	3													
6. Picks up soap	2	2	2	2	2													
7. Turns soap	3	4	4	4	4													
8. Replaces soap	2	3	3	4	4													
9. Lathers hands front and back	4	3	4	4	4													
10. Turns on water	2	2	3	3	4													
11. Rinses hands	2	2	2	2	3													
12. Turns off water	2	2	3	3	4													
13. Picks up towel	1	1	2	3	3													
14. Dries hands	2	2	2	3	3													
15. Replaces towel	2	2	2	2	3													
16. Rolls shirt sleeves down	2	2	1	2	3													
A. Washing Score	1	2	2	3	3													
B. Drying Score	1	1	1	2	2													
TOTAL	43	45	50	57	63													

SCORING KEY:
5. initial command
4. verbal cue
3. step command
2. step command and part physical assistance
1. step command and full physical assistance
0. refused to do

Scoring for A and B: 3 - good
2 - fair
1 - poor

TOTAL POSSIBLE POINTS - 86

Figure 3. ADL Scoring Sheet.

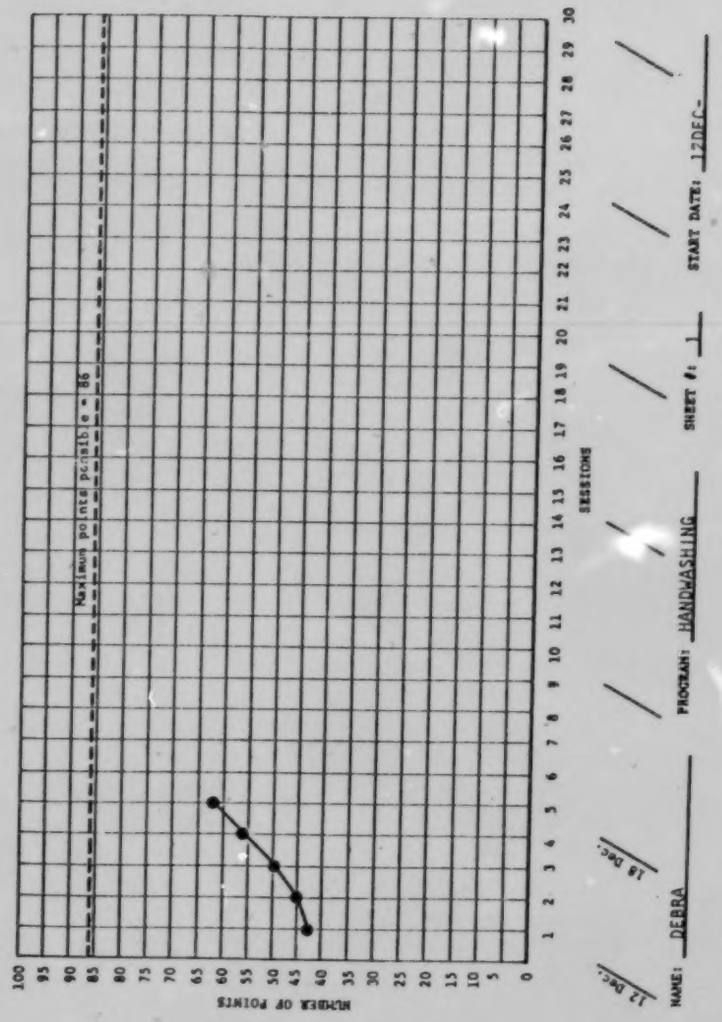

Figure 4. ADL Plotting Sheet.

Scores can be graphed on a simple record point chart (Figure 4) which allows the teacher (and others) to monitor the student's progress. Before recording any scores, the teacher can draw a horizontal line at the point value that represents independent performance (i.e., 86 points). Thereafter, the teacher merely records the score for each successive training session.

The teacher should monitor progress by periodically checking each point chart. The teacher must determine what is "acceptable progress" prior to conducting the sequence, i.e., the student will improve by at least five points every three sessions. As long as the student continues to make "acceptable progress" there is no need to modify instruction. However, if the student fails to progress, the teacher must evaluate the data to determine instructional modification.

By checking the data sheet, the teacher should be able to identify performance patterns. There generally are two patterns of performance, overall lack of progress and specific steps that appear to be presenting consistent difficulty. In situations where there is a general lack of progress, the teacher should consider major changes in instruction; these include using a new instructional procedure, changing reward, changing tutor (if possible), etc. When the difficulty appears to be with one or two specific steps (common when instruction first begins) the teacher should consider alternative ways of teaching that specific step. One alternative is to break the step into sub-steps (i.e., "replaces soap" - moves hand to soap dish, puts soap in dish, releases soap) and practice each sub-step separately. This often allows the teacher to pin-point exactly where the student is having difficulty. Once this is accomplished, the teacher can have the student practice the task along with various other classroom activities during the day. If the difficulty involves a major skill deficit, the teacher may postpone the instruction until a physical therapist can make suggestions about remedial activities.

Behavior Management

It is not uncommon for students who are in the process of acquiring ADL skills to display certain disruptive behaviors, regardless of how well the instruction is organized. Many times these behaviors reflect an established pattern for dealing with people and/or learning situations. The teacher must plan ahead to cope with these behaviors, since, if they remain unchecked or are inappropriately responded to, they can prevent skill acquisition. There are several tactics that traditionally have been used to cope with behavior problems. The appropriate tactic depends on the specific situation and specific behavior.

One strategy for decreasing undesirable behaviors is to provide positive reinforcement for responses that are incompatible with (cannot happen at the same time) the undesirable response. For example, a child's eye-poking might be reduced by providing reinforcement when his hands are away from his face. Another tactic often used to cope with behavior problems is ignoring the behavior. No reinforcement is delivered for the behavior; this leads to what is called extinction. This procedure can be used to eliminate disruptive behaviors in the classroom, or to eliminate other behaviors which compete with the desired behavior. Theoretically, if the student is not reinforced for the disruptive behavior, the student will stop exhibiting that behavior. To be effective, the ignoring of a behavior must be consistent. If ignoring the behavior is inconsistent, the disruptive behavior may be strengthened. When ignoring is used, it is generally accompanied by an initial increase in the behavior. This "burst" occurs because the student is trying to get reinforcement in a manner that has proven successful in the past. It should be expected and ignored; however, the increased frequency can be minimized if the student is provided with the opportunity to perform appropriate behaviors which are rewarded. The time required for the frequency of disruptive behaviors to decrease is dependent on the student's reinforcement history with regard to that behavior.

Time out is an alternative to ignoring. In time out, the student is removed from a rewarding situation (from the playground, from the table) for a short time. The rationale is based on the belief that the student will begin to learn that disruptive behavior means removal from "fun" activities. As with other tactics, time out must be used consistently to be effective. Students should stay in "time out" for brief periods (up to five minutes) and be reintegrated into the activity as soon as the time out period is over. Time out is most effective when used for disruptive behaviors which occur when the student is engaged in an enjoyable activity.

Punishment may be employed as an attempt to decrease a student's inappropriate behaviors. Punishment obtains its reducing strength through the direct application of unpleasant events (slapping, shouting, etc.). When using punishment to eliminate a behavior, such factors as frequency and schedule of positive reinforcement, negatively reinforced performances, emotional status generated, and behavior characteristics must be considered. The variables involved in the application of punishment, i.e., manner of instruction, immediacy, intensity, and schedule also must be considered.

Numerous criticisms exist regarding the effectiveness of punishment. Punishment often results in only temporary change and also can cause emotional side effects which may disrupt the student's classroom performance. Using punishment as a strategy requires the teacher to develop a pattern of negative responding, which, over time, will affect all interactions with the student.

Overcorrection is a procedure which combines verbal reprimands, verbal instructions, and manual guidance (if necessary) and dictates that an offender "overcorrect" his misbehavior. There are two types of overcorrection training; restitutional overcorrection, in which the individual restores a disturbed setting or situation to a state vastly improved from that existing prior to the disruption, and positive practice overcorrection, requiring that the individual practice appropriate modes of responding several times following inappropriate behavior. The overcorrection principle states that when an error or disruptive action occurs, the individual should be required to practice the correct manner of behaving. During this practice the teacher must maintain a strictly neutral attitude (e.g. no praise, no eye contact).

Foxx and Martin (1975) found overcorrection procedures to be effective in eliminating scavenging behavior such as pica (ingesting non-nutritive substances) and coprophagy (ingesting fecal matter). The restitutional procedures for coprophagy involved oral hygiene training and personal hygiene training, while the postitive practice procedure required the adult to mop the area or flush the toilets.

Disruptive or inappropriate behavior generally is related to attention seeking, skill deficiency, or self stimulation. Any reactionary behavior by the teacher tends to feed the attention seeking, condemn the student for not exhibiting skills being taught, or demands that the learner not be bored by an unstimulating environment. Reactionary behavior does not change any of these situations; it only causes a constantly growing concentration of staff energy on counterproductive activities.

To break the "no win" spiral, it is necessary to reform the teacher/student relationship by concentrating on positive interaction. Teacher/student interactions must become pro-active, that is, they must prevent disruptive behaviors rather than react to them. This approach requires the acknowledgement that the responsibility for dealing with disruptive behaviors falls on the teacher not the student.

The basic tactics in pro-active behavior management involve:

- interruption of established disruptive behavior chains. Most learners provide cues that they are about to display some type of disruptive behavior. Before the learner begins the disruptive behavior the teacher should intervene and redirect the learner to a constructive activity.
- environment re-arrangement to reduce or eliminate the probability of the behavior occurring. Moving an object out of the path of the learner is one possible action.
- if the behavior does occur, if possible, it is ignored and the learner immediately is redirected to a positive behavior and reinforced.
- implementing training sequences designed to develop competing behaviors.
- delivering continuous positive reinforcement for all appropriate behavior.

To implement these tactics, the teacher must concentrate on replacing reactive thinking with pro-active thinking. This requires attitudinal change and new skills. Although initially this requires a considerable time commitment for changing attitudes and planning activities, in the long run, there can be a significant decrease in time devoted to reacting to disruptive behavior. More important, it can change the atmosphere of the learning environment from confrontation to constructive cooperation.

Support Activities

The acquisition of ADL skills often requires a greater degree of person to person cooperation than does most skill development activities. Frequently, it is impossible to separate clearly ADL skill development from other daily activities. The various persons involved in the training of the student (professionals, para-professionals, parents) must understand this critical interrelationship in training if it is to be successful. ADL skills are acquired quickest when training is consistent across trainers and environments. All those involved in the training must agree to and understand the training procedures.

Activities which usually are components of the general classroom curriculum can assist greatly in the development of ADL prerequisite skills. Once ADL objectives have been established, and prerequisite skills pinpointed, classroom activities should be initiated which contribute to their development. For example, the fine motor skills required for buttoning, zipping, etc., can be worked on in activities such as finger painting, clay modeling, puzzle construction, etc. Other skill areas essential to ADL development that can be addressed in the classroom include:

* sensory awareness
* perceptual accuracy
* spatial relations
* tactile discrimination
* receptive language
* expressive language

Support activities also can be of a more specific nature. For example, a student working on dressing skills might participate in activities involving puppets, dolls, etc.

The amount of time devoted to support activities may be affected by the student's age because federal/state regulations only ensure educational rights of an individual up to a certain age. The student who is eighteen therefore, may require an intensive training program using an extremely direct approach, i.e., teaching handwashing only with a task analysis approach five times per day, whereas, the five year old with the same objective may be taught through a combination of task analysis (once per day) and support activities (water play, playing with cloth, etc.).

Summary

Handicapped students who need to acquire ADL skills offer our public education system a challenge. In order for these students to have appropriate and sufficient services, administrators and teachers must be prepared to move beyond the artificial limitations imposed by traditional educational modes. Educational activities should reflect an understanding of the critical role ADL skills play in a handicapped person's development. Despite the difficult challenges they present, ADL skills are a prerequisite for almost every other life option available to the handicapped student.

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ADL SKILL CLUSTER CHART

THE ADL SKILL CLUSTER CHART PROVIDES THE TRAINER WITH AN OVERVIEW OF WHAT MOTOR MILESTONES ARE PREREQUISITES FOR SPECIFIC ADL SKILLS. THE MOTOR MILESTONES ARE PRESENTED IN A DEVELOPMENTAL SEQUENCE. ADL SKILLS ARE LISTED TO INDICATE WHICH CAN BE ATTEMPTED ONCE SPECIFIED MOTOR MILESTONES ARE ATTAINED. THE CHART IS INTENDED TO ASSIST THE PLANNER IN IDENTIFYING NEXT STEP OBJECTIVES AND IN PERCEIVING THE INTERRELATIONSHIP BETWEEN ADL AND MOTOR SKILLS. HOPEFULLY, THE CHART WILL ENCOURAGE PLANNERS TO USE A CLUSTER APPROACH TO ADL SKILL DEVELOPMENT RATHER THAN THE MORE TRADITIONAL LINEAR APPROACH.

Skill Cluster Chart

MOTOR SKILL PREREQUISITES

	passive, follows objects with eyes, no coordinated movement	finger grasp, can reach head	finger play, begin coordinated movement	grasps, manipulates, lets go, turns head	plays with feet, rolls over, uses one hand to manipulate	can sit alone, engages in drop and retrieve	simple imitation (claps), can pull a string toy
ADL SUB-SKILLS							
eating	• sucks, swallows, takes various foods if fed	• holds bottle (or feeder's hand) while being fed	• begins to gum	• holds bottle to feed	• tries to finger fed solids, puts fingers in mouth	• holds spoon with one hand (does not get it into mouth)	• gets spoon into mouth (usually inverted)
dressing	• passive, begins to develop body awareness	• holds on to parts of clothes while being dressed	• holds on with two hands	• holds and releases various articles of clothing	• pulls off socks, completes rolling over initiated by adult during dressing	• assists in removal of clothing by extending hands and feet	• finishes pulling on/off jerseys or tops, pushes arm through sleeve
grooming	•	•	•	•	• removes damp cloth if placed on cheek, extends legs during changing	• brings cloth to face and wipes one cheek, brings objects to head	•
housekeeping	•	•	•	•	•	•	•

Activities of Daily Living

begins to creep	has pincer grasp	imitates, cooperates, maintains standing with support	has two hand coordination, crawls	begins expressive language, uses one hand, begins to take single steps	walks, has holophrastic speech	recognizes pictures, runs	utters short phrases, can do simple clustering, jumps	utters short sentences, can classify, displays crude awareness of time
• feeds semi-solids with spoon, finger feeds with palmar grasp	• finger feeds solid food, assists in holding cup to lips, bites off food	• selects items to finger feed, feeds solids with spoon, drinks holding glass with two hands (unassisted)	• tries to use fork to scoop, stabilizes dish on table, holds cup with one hand while drinking	• scoops with fork, eats fairly neatly, always uses one hand for drinking cup	• pierces with fork, serves self semi-solid foods, can use a straw to drink	• knows names of simple foods, uses napkin, serves self with spoon	• serves self with fork, knows what knife is for but can't use one	• uses knife, continues to develop table manners, begins to prepare food, continues to work on eating skills
• pulls open fasteners, ties, pushes feet through pantlegs	•	• recognizes articles of clothing and extends appropriate parts, tries to put on socks and shoes	• unbuttons large buttons, opens large front zippers, takes off unfastened outer clothes	• unfastens most closures, puts on socks-hats-mittens, has names for daily clothing (rough approximations of real names)	• takes off pants, jersey, underclothes, puts on jersey, coat (backward), puts on slippers	• puts on most clothing fastens snap, tries to zip, button, hook, puts dirty clothes in bag if asked	• can choose sock pairs, begins color naming, can button, selects outfits, puts on shoes (can't tie)	• works on fastening, can dress completely, works on care of clothes, works on choosing appropriate clothing
• places hand under running water if held to sink, brushes hair messily	• extends hands for drying, assists in washing by wiping cloth over body in bath	• continues to assist in washing, washing some parts without help	• brushes hair (not in appropriate direction), puts toothbrush in mouth	• washes hands with help, can wash face with help, tries to brush teeth, puts grooming tools away	• bladder (day) bowl trained, brushes teeth at random	• can bathe with super-vision, wipes nose, tries to blow nose, allows nails to be cut, has sleeping bladder control	• brushes teeth with help, washes hands and face, brushes hair	• works on advanced grooming skills as necessary
• tries to carry items while creeping	• carries objects in hands while creeping	• empties cupboards, toybox, occasionally returns items to cabinet	• can screw on and off caps, pushes sponge across table in imitation, opens boxes (small cereal)	• puts toys away on request-retrieves familiar objects, pours small amount of milk onto cereal	• begins to help prepare jello, follows simple verbal directions, imitates sweeping	• puts appropriate items on table for meal (not #), knows where food is kept, throws items in waste	• cleans up from play, wipes up crumbs	• works on housekeeping skills as necessary

INSTRUCTIONAL SEQUENCES

DRESSING

TAKES OFF INDOOR/OUTDOOR CLOTHING

TAKES OFF MITTENS

PREREQUISITE SKILLS: recognizes mittens; manipulates with hands (grasp, pull, release)

MATERIALS REQUIRED: mittens

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining with fading of assistance

TASK ANALYSIS:

1. Grasp left mitten by thumb with right hand.
2. Pull mitten off left thumb.
3. Grasp top of left mitten with right hand.
4. Pull mitten off hand.
5. Place mitten down.
6. Release mitten.
7. Grasp right mitten by thumb with left hand.
8. Pull mitten off right thumb.
9. Grasp top of right mitten with left hand.
10. Pull mitten off hand.
11. Place mitten down.
12. Release mitten.

Michelle Shuster
August 1976

TAKES OFF INDOOR/OUTDOOR CLOTHING

GLOVES - OFF

PREREQUISITE SKILLS: recognizes gloves; discriminates thumb from fingers; manipulates with hands and arms

MATERIALS REQUIRED: gloves

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining

TASK ANALYSIS:

1. Using left hand, pull slightly on right glove thumbtip to loosen glove.
2. Using left hand, pull slightly on fingertips of right glove to loosen glove.
3. Grasp all four fingertips on right glove with left hand.
4. Pull off right glove.
5. Using right hand pull slightly on left glove thumbtip to loosen glove.
6. Pull slightly on fingertips of left glove to loosen glove.
7. Grasp all four fingertips of left glove with right hand.
8. Pull off left glove.

Jacque Dunaway
Walter E. Fernald
State School, 1973

TAKES OFF INDOOR/OUTDOOR CLOTHING

TAKES OFF SKIRT

PREREQUISITE SKILLS: recognizes skirt; manipulates with hands and arms (grasp, pull); lift foot; two hand coordination, can unbutton, unsnap

MATERIALS REQUIRED: skirt with button closure (or snap) and zipper

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or fading of assistance

TASK ANALYSIS:

1. Grasp button with one hand and material of skirt next to button hole with the other hand.
2. Unbutton button (or unsnap snap).
3. Grasp zipper (moving latch) with one hand and bottom of zipper with the other hand.
4. Unzip zipper (pushes moving latch of zipper down).
5. Grasp front of skirt with both hands around waist.
6. Pull skirt down to knees.
7. Release right hand.
8. Lift right foot.
9. Step out of skirt.
10. Place foot down.
11. Grasp skirt with right hand.
12. Release left hand.
13. Lift left foot.
14. Step out of skirt.
15. Place foot down.
16. Place skirt down in appropriate place.
17. Release skirt.

Michelle Shuster
August 1976

TAKES OFF INDOOR/OUTDOOR CLOTHES

TAKES OFF SOCKS

PREREQUISITE SKILLS: recognizes socks; manipulates with hands and arms

MATERIALS REQUIRED: socks

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or modeling

TASK ANALYSIS:

1. Put right thumb in right sock at top.
2. Slip sock down to ankle.
3. Using both hands, put thumbs inside sock at ankle.
4. Place fingers on sock at mid-heel.
5. Push sock with thumbs over heel.
6. Release right hand.
7. Pull sock down foot with left hand.
8. Pull sock over toes with left hand.

Amanda J. Chalmers
Walter E. Fernald
State School

TAKES OFF INDOOR/OUTDOOR CLOTHING

TAKES OFF SHOES/SLIPPERS

PREREQUISITE SKILLS: recognizes slippers; manipulates with hands and arms; full range of motion in legs

MATERIALS REQUIRED: slippers, chair

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Sit down.
2. Lift one leg.
3. Cross leg over opposite knee, resting ankle of lifted foot on knee.
4. Reach toward slipper with opposite hand.
5. Grasp slipper from bottom.
6. Pull slipper away from heel of foot.
7. Slide slipper up and off of foot.
8. Place slipper down.
9. Release slipper.
10. Uncross leg.
11. Place leg down.
12. Repeat procedure with other leg.

Michelle Shuster
February 1977

TAKES OFF INDOOR/OUTDOOR CLOTHES

PANTS - TAKING OFF

PREREQUISITE SKILLS: recognizes pants; manipulates with arms and hands; full range of motion with legs

MATERIALS REQUIRED: pants, chair

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or fading of assistance

TASK ANALYSIS:

1. Remove shoes.
2. Unfasten and unzip pants if necessary.
3. Grasp right hand front waist band with right hand (between thumb and forefinger).
4. Grasp left hand front waist band between thumb and forefinger of left hand.
5. Pull pants down over hips.
6. With hands in same position push pants down to calves.
7. Release hands.
8. Sit in chair.
9. Lift right leg and cross over left leg.
10. With left hand, grasp hem of right pants leg.
11. Pull right pant leg over foot and off.
12. Release hand.
13. Put right leg on floor.
14. Lift left leg and cross over right leg.
15. With right hand, grasp hem of left pant leg.
16. Pull left pant leg over foot and off.
17. Put left leg on floor.
18. With left hand grasp waist band of pants.
19. Release right hand.
20. Place pants in appropriate place.
21. Release left hand.

Amanda J. Chalmers
April 1977

TAKES OFF INDOOR/OUTDOOR CLOTHING

SHIRT PULLOVER - OFF

PREREQUISITE SKILLS: recognizes shirt; full range of motion in arms; manipulates with hands/fingers

MATERIALS REQUIRED: pullover shirt

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining

TASK ANALYSIS:

1. Grasp bottom left edge of shirt with right hand between thumb and rest of fingers.
2. Grasp bottom right edge of shirt with (between) thumb and fingers of left hand.
3. Lift both elbows up over head while grasping sides of shirt.
4. Raise both arms, straight up, pulling shirt over head.
5. Release right hand from shirt.
6. With left hand, pull shirt over right arm while pulling right arm out of sleeve.
7. With right hand, grasp shirt and pull off of left arm.
8. Place (on flat surface) shirt down.
9. Release shirt.

staff at
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TAKES OFF INDOOR/OUTDOOR CLOTHING

BOOTS - PULL OFF

PREREQUISITE SKILLS: recognizes boots; manipulates with hands and arms; full range of motion in legs

MATERIALS REQUIRED: boots

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or fading of assistance

TASK ANALYSIS:

1. Lift right foot.
2. Grasp heel of right boot in palm and fingers of left hand.
3. Grasp toe of right boot in palm and fingers of right hand.
4. Push boot off of heel of foot with left hand.
5. Pull boot off of right foot with right hand.
6. Remove right boot from right foot.
7. Lift left foot.
8. Grasp heel of left boot in palm and fingers of right hand.
9. Grasp toe of left boot in palm and fingers of left hand.
10. Push boot off of heel of foot with right hand.
11. Pull boot off of left foot with left hand.
12. Remove left boot from left foot.

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TAKES OFF INDOOR/OUTDOOR CLOTHING

TAKES OFF SLIP (FULL SLIP)

PREREQUISITE SKILLS: recognizes slip; manipulates with arms and hands (grasp, pull, release)

MATERIALS REQUIRED: slip

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or modeling

TASK ANALYSIS:

1. Grasp bottom left hand side of slip with right hand.
2. Grasp bottom right hand side of slip with left hand.
3. Pull slip over head.
4. Lower both hands still holding slip to waist.
5. Release right hand.
6. Pull right hand through slip towards body.
7. Hold top of slip with right hand.
8. Pull left hand (still holding slip bottom) toward self.
9. Release left hand.
10. Place left hand on top of slip.
11. Place slip down in appropriate place.
12. Release both hands.

Amanda J. Chalmers

61

TAKES OFF INDOOR/OUTDOOR CLOTHING

TAKES OFF SCARF (NOT TIED - BOTH ENDS IN BACK)

PREREQUISITE SKILLS: discriminates opposite sides; recognizes scarf; manipulates with hands and arms (pull, reach, lift, release)

MATERIALS REQUIRED: scarf

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance

TASK ANALYSIS:

1. Reach up with one hand and grasp scarf on shoulder of opposite side of head.
2. Pull scarf so that the end is in front.
3. Release scarf.
4. Reach up with other hand and grasp scarf (end) on other shoulder.
5. Pull scarf so that the end is in front.
6. Release scarf.
7. Reach up with both hands and grasp scarf on either side of head.
8. Lift scarf over head.
9. Place scarf in appropriate place.
10. Release scarf.

Michelle Shuster
August 1976

62

TAKES OFF INDOOR/OUTDOOR CLOTHING

TAKES OFF BATHING SUIT
(ONE PIECE - WOMAN'S BATHING SUIT)

PREREQUISITE SKILLS: recognizes bathing suit; manipulates with hands and arms (grasp, pull, release); lifts foot

MATERIALS REQUIRED: bathing suit (one piece tank suit)

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining with fading of assistance

TASK ANALYSIS:

1. Grasp right strap of bathing suit with left hand.
2. Pull down strap.
3. Slide right arm out of strap.
4. Release strap.
5. Grasp left strap of bathing suit with right hand.
6. Pull down strap.
7. Slide left arm out of strap.
8. Release strap.
9. Grasp bathing suit with both hands at either side.
10. Pull down bathing suit to knees.
11. Release right hand.
12. Lift right foot.
13. Step out of bathing suit.
14. Place foot down.
15. Place right hand on bathing suit.
16. Release left hand.
17. Lift left foot.
18. Step out of bathing suit.
19. Place foot down.
20. Place bathing suit in appropriate place.
21. Release suit.

Michelle Shuster
August 1976

TAKES OFF INDOOR/OUTDOOR CLOTHING

TAKING OFF BRA

PREREQUISITE SKILLS: recognizes bra; manipulates with hands and arms; unfastens hook and eye

MATERIALS REQUIRED: bra

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or fading of assistance

TASK ANALYSIS:

1. Grasp strap on right shoulder with left hand.
2. Slip strap off of shoulder.
3. Slide arm out of strap.
4. Grasp strap on left shoulder with right hand.
5. Slide strap off of shoulder.
6. Slide arm out of strap.
7. Grasp top of bra cups.
8. Lower bra to waist.
9. Turn bra around until hook and eye pieces are in front.
10. Grasp hook piece with left hand.
11. Grasp eye piece with right hand.
12. Push hook piece to the right.
13. Unfasten hook.
14. Put bra down in appropriate manner.

staff at
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TAKES OFF INDOOR/OUTDOOR CLOTHES

TAKES OFF DRESS - ZIP BACK

PREREQUISITE SKILLS: recognizes dress; manipulates with hands and arms

MATERIALS REQUIRED: dress with zip back

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or fading of assistance

TASK ANALYSIS:

1. Raise left hand to back of neck.
2. Hold top back of dress with left hand.
3. Raise right hand to back of neck.
4. Grasp zipper clasp with right hand.
5. Pull down on clasp with right hand.
6. Pull dress up from neck with left hand.
7. Pull down on clasp with right hand.
8. Release both hands.
9. Bring left hand to upper middle of back.
10. Pull dress down with left hand.
11. Hold dress in stationary position with left hand.
12. Bring right hand to upper middle of back.
13. Grasp zipper clasp with right hand.
14. Pull zipper clasp down with right hand.
15. Release left hand from back of dress.
16. Bring right hand to front left shoulder of dress.
17. Grasp left shoulder of dress with right hand.
18. Pull dress off left arm with right hand.
19. Release right hand.
20. Bring left hand to front right shoulder of dress.
21. Grasp right shoulder of dress with left hand.
22. Pull dress off right arm with left hand.
23. Using both hands, pull dress over shoulder and head.

Amanda J. Chalmers
April 1977

TAKES OFF INDOOR/OUTDOOR CLOTHING

TAKES OFF TIE

PREREQUISITE SKILLS: recognizes tie; discriminates wide from thin; manipulates with hands and arms

MATERIALS REQUIRED: tie

RECOMMENDED INSTRUCTIONAL APPROACH: shaping or modeling

TASK ANALYSIS:

1. Grasp knot with one hand.
2. Pull knot down until very loose.
3. Grasp tie on one side above knot.
4. Pull side of tie.
5. If end does not move, release end.
6. Release knot.
7. Hold knot with other hand.
8. Grasp other side of tie with other hand.
9. Pull on tie until thinner end comes out of knot.
10. If first end does move, continue pulling until thinner end comes out of knot.
11. Release end.
12. Pull tie off from shirt.
13. Grasp knot with both hands.
14. Untie knot by placing one hand on each piece of material of knot.
15. Pull pieces away from each other until knot is undone.
16. Put down tie.
17. Release tie.

Michelle Shuster
February 1977

TAKES OFF INDOOR/OUTDOOR CLOTHING

TAKES OFF SANITARY BELT

PREREQUISITE SKILLS: recognizes sanitary belt and napkin; manipulates with hands and arms

MATERIALS REQUIRED: sanitary belt and napkin

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with fading of assistance

TASK ANALYSIS:

1. Go to bathroom on her own.
2. Go to toilet.
3. Pull pants down.
4. Pull belt down around lower legs.
5. Grasp metal hook with left hand.
6. Lift end of napkin up and off of metal prong in metal hook.
7. Pull front end of napkin toward self and out of metal hook.
8. Release hook and napkin.
9. Grasp metal hook on back end of napkin.
10. Lift end of napkin up and off of metal prong.
11. Pull back end of napkin toward self and out of metal hook.
12. Detach napkin.
13. Wrap napkin in toilet paper.
14. Pull off belt.
15. Throw napkin in waste paper basket.

Amanda J. Chalmers

PUTS ON INDOOR/OUTDOOR CLOTHING

PUTS ON HAT

PREREQUISITE SKILLS: discriminates front of hat; manipulates with hands; full range of motion in one arm

MATERIALS REQUIRED: hat

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Grasp hat with two hands one on either side of hat brim.
2. Place hat on head.
3. Adjust and secure hat on sides by pulling hat brim down gently above ears.
4. Adjust and secure hat front and back by pulling hat brim down gently above forehead and at back of head.

Wendy Fitting
April 1977

PUTS ON INDOOR/OUTDOOR CLOTHING

PUTTING ON SOCKS

PREREQUISITE SKILLS: recognizes socks; manipulates with hands and arms

MATERIALS REQUIRED: socks

RECOMMENDED INSTRUCTIONAL APPROACH: modeling or backchaining

TASK ANALYSIS:

1. Pick up socks.
2. Gather sock up with thumb and fingers.
3. Slip sock over toes.
4. Slip sock over heel.
5. Pull sock up ankle.
6. Straighten sock.

Edwin Helmstetter

Walter E. Fernald
State School

PUTS ON INDOOR/OUTDOOR CLOTHING

PUTS ON SOCKS

PREREQUISITE SKILLS: recognizes socks; discrminates toe from heel; manipulates fingers to pull, stretch; sits in chair with one leg resting across the other

MATERIALS REQUIRED: one pair of ankle socks, one chair

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining

TASK ANALYSIS:

1. Pick up sock.
2. Turn sock so toe is in front, heel is in back.
3. Put each thumb on inside of top of calf on sock.
4. Put four fingers on outside of thumb of sock.
5. Pull up sock to end of toe with fingers.
6. Stretch toe of sock wi[illegible] thumbs.
7. Pull toe of sock over toes covering all toes.
8. Pull sock straight back from toes to heel.
9. Pull sock over heel.
10. Pull sock up to calf.
11. Release sock.
12. Repeat with other sock.

Michelle Shuster
December 1976

PUTS ON INDOOR/OUTDOOR CLOTHING

PUTS ON SLIPPERS

PREREQUISITE SKILLS: recognizes slippers; discriminates right from left; manipulates with hands; has full range of motion with legs

MATERIALS REQUIRED: slippers

RECOMMENDED INSTRUCTIONAL APPROACH: modeling or shaping

TASK ANALYSIS:

1. Pick up right slipper in left hand.
2. Lift up right foot.
3. Slip slipper onto right foot.
4. Release slipper.
5. Place foot down.
6. Pick up left slipper in right hand.
7. Lift up left foot.
8. Slip slipper onto left foot.
9. Release slipper.
10. Place foot down.

Michelle Shuster
August 1976

PUTS ON INDOOR/OUTDOOR CLOTHING

PUTS ON UNDERPANTS

PREREQUISITE SKILLS: recognizes underpants; discriminates front from back, inside from outside, leg openings from waist opening in pants; manipulates fingers to pull, hold, stretch

MATERIALS REQUIRED: one pair of underpants

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or modeling

TASK ANALYSIS:

1. Pick up pants with back facing student.
2. Put each thumb inside each side of waistband.
3. Bend trunk of body forward at waist.
4. Pick up right foot off ground.
5. Bend right leg.
6. Put front of right foot into right leg opening of pants.
7. Pull pants over heel.
8. Straighten leg.
9. Put right foot on floor.
10. Pull pants up to right knee.
11. Bend left leg.
12. Put front leg front into left leg opening.
13. Pull pants over heel.
14. Straighten leg.
15. Puts left foot on floor.
16. Pull pants up to top of legs.
17. Slides right hand to right back of pants.
18. Pull up right back side to waist.
19. Slides right hand around to front.
20. Pull up right front to waist.
21. Slides left hand to left back side of pants.
22. Pull left back side to waist.
23. Slides left hand to left front of pants.
24. Pull left front of pants to waist.
25. Release underpants.

Lizabeth Zerden
December 1976

PUTS ON INDOOR/OUTDOOR CLOTHING

PUTS ON BUTTON-DOWN SHIRT

PREREQUISITE SKILLS: recognizes shirt; discriminates inside from outside, right from left; full range of motion in arms; manipulates with hands/fingers

MATERIALS REQUIRED: button-down shirt

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or fading of assistance

TASK ANALYSIS:

1. Sit down.
2. Pick up shirt with inside facing student.
3. Hold shirt by collar with right hand.
4. Lift left arm to shirt.
5. Find left armhole with left hand.
6. Push left arm through sleeve.
7. Grasp collar from behind with right hand.
8. Pull to shoulder.
9. Grasp left side of collar with left hand.
10. Reach behind with right hand to find collar.
11. Pull right side to shoulder.
12. Grasp right side of collar with left hand.
13. Find right armhole with right hand.
14. Push right arm through sleeve.
15. Grasp both sides of front of shirt.
16. Pull down in front.
17. Reach behind with both hands.
18. Pull down back of shirt.
19. Pull front of shirt together with both hands.

staff at
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PUTS ON INDOOR/OUTDOOR CLOTHING

PUTS ON PANTS

PREREQUISITE SKILLS: able to stand and sit; able to grasp and zipper; discriminates front from back

MATERIALS REQUIRED: pants with zipper in the front (use shorts at first if learner is having difficulty with pants); a chair

RECOMMENDED INSTRUCTIONAL APPROACH: shaping or fading of assistance

TASK ANALYSIS:

1. Sits on edge of chair with feet on floor.
2. Grip sides of pants with zipper away from the body.
3. Bend forward and lift left leg (can start with either leg).
4. Place left leg into left pant leg.
5. Pull pants up until left foot comes through.
6. Return foot to floor.
7. Lift right leg.
8. Place right leg into right pant leg.
9. Pull pants up until right foot comes through.
10. Return right foot to floor.
11. Stand up, still gripping pants.
12. Pull pants up to waist level.
13. Release sides of pants.
14. Zipper pants.

Vicki Rugo
December 1976

PUT ON MITTENS

PREREQUISITE SKILLS: recognizes mittens; discriminates right from left, thumb from other fingers; manipulates with hands and arms

MATERIALS REQUIRED: mittens

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or modeling

TASK ANALYSIS:

1. Pick up left mitten with right hand.
2. Grasp inside wrist of mitten with right hand, thumb inside.
3. Slide hand into wrist opening with palm side of hand and palm side of mitten held upward.
4. Pull mitten onto left hand using right hand.
5. Insert thumb in thumb hole.
6. Pull mitten down over fingers and over back of hand using right hand.
7. Pull mitten onto hand until tips of finger meet end of mitten.
8. Pick up right mitten with left hand.
9. Grasp inside wrist of mitten with left hand, thumb inside.
10. Slide right hand into wrist opening with palm side of hand and palm side of mitten held upward.
11. Pull mitten onto right hand using left hand.
12. Insert thumb in thumb hole.
13. Pull mitten down over fingers and over back of hand using left hand.
14. Pull mitten onto hand until tips of fingers meet end of mitten.

Amanda Chalmers
February 1976

PUT ON GLOVES

PREREQUISITE SKILLS: recognizes gloves; discriminates right from left, which finger goes in which finger portion of glove; manipulates with hands and arms

MATERIALS REQUIRED: gloves

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or fading of assistance

TASK ANALYSIS:

1. Pick up left glove with right hand.
2. Grasp inside wrist of glove with right hand, thumb inside.
3. Slide hand into wrist opening with palm side of hand and palm side of glove held upward.
4. Using right hand, pull glove onto left hand.
5. Insert thumb in thumb hole.
6. Insert forefinger in correct hole.
7. Insert middle finger in correct hole.
8. Insert fourth finger in correct hole.
9. Insert little finger in correct hole.
10. Use right hand to pull glove down between fingers and over back of hand.
11. Pull glove onto hand until tips of fingers reach ends of finger openings.
12. Pick up right glove with left hand, thumb inside.
13. Grasp inside wrist of glove with left hand, thumb inside.
14. Slide hand (right) into wrist opening with palm side of hand and palm side of glove held upward.
15. Using left hand, pull glove onto right hand.
16. Insert thumb in thumb hole.
17. Insert forefinger in correct hole.
18. Insert middle finger in correct hole.
19. Insert fourth finger in correct hole.
20. Insert little finger in correct hole.
21. Use left hand to pull glove down between fingers and over back of right hand.
22. Pull glove onto hand until tips of fingers reach ends of finger openings.

Jacque Dunaway

PUTS ON INDOOR/OUTDOOR CLOTHING

PUTS ON SCARF

PREREQUISITE SKILLS: recognizes scarf; discriminates opposite sides; manipulates with hands and arms

MATERIALS REQUIRED: scarf

RECOMMENDED INSTRUCTIONAL APPROACH: shaping or modeling

TASK ANALYSIS:

1. Grasp scarf with hands about a foot apart in middle of scarf.
2. Pick up scarf.
3. Place scarf in back of head and around neck with ends in front evenly.
4. Grasp right side of scarf toward end with right hand.
5. Place full right side of scarf over left shoulder.
6. Release right hand.
7. Grasp left side of scarf forward end with left hand.
8. Place full left side of scarf over right shoulder.
9. Release scarf.

Michelle Shuster
August 1976

77

PUTS ON INDOOR/OUTDOOR CLOTHES

PUTTING ON A SCARF FOR UNDERNEATH A COAT

PREREQUISITE SKILLS: recognizes scarf, chest, end, hand, head, neck; understands the concept of place, smoothly, opposite, uncovered side, across, swing, up, over, down, wrap, pick up

MATERIALS REQUIRED: one short scarf

RECOMMENDED INSTRUCTIONAL APPROACH: backward shaping

TASK ANALYSIS:

1. Grasp scarf with two hands about one foot apart in middle of scarf.
2. Pick up scarf.
3. Place scarf in back of head, around neck.
4. Hold ends of scarf out from chest and adjust ends so that they are even.
5. Grasp right end of scarf in right hand.
6. Cross right end of scarf across chest toward left side of chest.
7. Grasp left end of scarf in left hand.
8. Cross left end of scarf across chest toward right side of chest.
9. Adjust scarf smoothly over chest.

Wendy Fitting
Walter E. Fernald
State School

78

PUTS ON INDOOR/OUTDOOR CLOTHING

PAJAMAS - ON - TWO PIECE

PREREQUISITE SKILLS: recognizes pajamas; discriminates right from left, front from back, top from bottom; full range of motion in arms; manipulates with hands; lifts foot and puts down; bends at waist; sits and stands

MATERIALS REQUIRED: pajamas - two piece

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or fading of assistance

TASK ANALYSIS:

1. Sit on edge of chair with feet on floor.
2. Grasp sides of pajama pants waist band.
3. Bend forward and lift leg.
4. Place left leg into left pajama leg.
5. Pull pants up until left foot comes through.
6. Put left foot down on floor.
7. Lift right leg.
8. Place right leg into right pajama leg.
9. Pull pajama pants up until right foot comes through.
10. Put right foot down on floor.
11. Stand up, still grasping pajama pants at waistband.
12. Pull pants up to waist level.
13. Release waistband of pants.
14. Sit down.
15. Pick up shirt.
16. Turn shirt forward on lap.
17. Grasp bottom back layer of shirt with both hands.
18. Push up on back layer of shirt.
19. Grasp neck opening with back layer of shirt.
20. Lift arms above head.
21. Lay neck opening of shirt on top of head.
22. Grasp outer rim of shirt at neck opening.
23. Pull shirt down over head.
24. Grasp bottom front right side of shirt with left hand.
25. Pull front of shirt away from body.
26. Lift right hand under shirt opening.
27. Push right hand and arm through sleeve opening.
28. Pull sleeve over hand and fingers.
29. Grasp bottom left side of shirt with right hand.
30. Pull front of shirt away from body.
31. Lift left hand under shirt opening.
32. Push left hand and arm to left sleeve opening.
33. Push left hand and arm through sleeve opening.
34. Pull sleeve over fingers and hands.
35. Grasp bottom of shirt at chest with both hands.
36. Pull shirt down to waist.
37. Grasp shirt at back sides with both hands.
38. Pull and twist shirt down straight.

Amanda J. Chalmers

PUTS ON INDOOR/OUTDOOR CLOTHING

PUTS ON SKIRT

PREREQUISITE SKILLS: recognizes skirt, zipper, and button closure; discriminates front from back of skirt and proper position of zipper (in front, on side, in back); manipulates with arms and hands (grasp, zip, button, pull, release); two hand coordination; lifts foot

MATERIALS REQUIRED: skirt with button closure (or snap) and zipper

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or fading of assistance

TASK ANALYSIS:

1. Grasp skirt at waist with both hands.
2. Hold skirt so that zipper is on the proper side and skirt is at knee level.
3. Lift one foot.
4. Step into skirt.
5. Place foot down.
6. Lift other foot.
7. Step into skirt.
8. Place foot down.
9. Pull skirt up to waist.
10. Zip up zipper.
11. Button the button (or snap the snap).
12. Release button (or snap).

Michelle Shuster
August 1976

PUTS ON INDOOR/OUTDOOR CLOTHING

PUTS ON DRESS - ZIP BACK

PREREQUISITE SKILLS: recognizes dress; discriminates left from right; manipulates with hands and arms

MATERIALS REQUIRED: dress with zip back

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or fading of assistance

TASK ANALYSIS:

1. Pick up dress using both hands.
2. Pull dress over head.
3. Take left arm and put through right sleeve of dress.
4. Pull dress down over hips using both hands.
5. Take left hand to base of zipper.
6. Grasp dress firmly with left hand.
7. Bring right hand to base of zipper.
8. Grasp zipper clasp with right hand.
9. Pull zipper up with right hand (to upper middle of back).
10. Raise left hand to back of neck.
11. Grasp top of dress with left hand and pull up.
12. Raise right hand to back of neck.
13. Lower right hand to upper middle of back.
14. Grasp zipper clasp with right hand.
15. Bring left hand to base of zipper.
16. Grasp dress at base of zipper and hold down using left hand.
17. Pull zipper up to neck with right hand.
18. Bring left hand to left side of dress.
19. Bring right hand to right side of dress.
20. Pull dress down over hips.

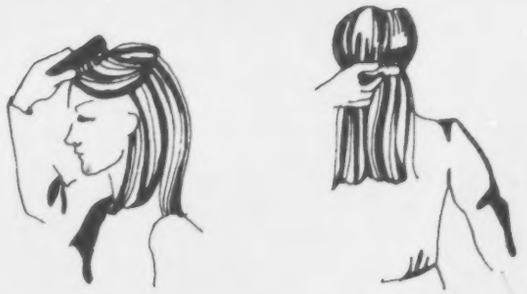
Amanda Chalmers
April 1977

PUT ON BARRETT-SNAP AND SAFETY PIN TYPE

PREREQUISITE SKILLS: recognizes barrett, hairbrush, counter, mirror, discriminates right from left, thumb from index finger from middle fingers; manipulates with hands and arms

MATERIALS REQUIRED: barrett, hairbrush, counter, mirror

RECOMMENDED INSTRUCTIONAL APPROACH: modeling or fading of assistance



TASK ANALYSIS:

1. Go to vanity bureau in girl's room.
2. Get a hairbrush and barrett.
3. Place brush on counter in front of mirror.
4. Hold barrett in left hand at the hinge between left index finger and thumb.
5. Open barrett.
6. If snap type, insert right thumb between bars of clasped end and pry open.
7. If safety pin type, place right thumb tip on bottom side of clasp.
8. Place index and middle fingers on tip of clasped end perpendicular to barrett.
9. Squeeze thumb and fingers together.
10. Move right thumb back toward the palm to unclasp.
11. Place opened barrett on counter in front of mirror.
12. Pick up hairbrush in right hand.
13. Look into the mirror.
14. Place brush at top of the head at hairline with brush handle held above the forehead.
15. Make several brush strokes down to the right side of head until hair is out of the face.
16. Place brush on counter.
17. Pick up opened barrett in right hand between right index finger and thumb (open and near thumb).
18. Tilt head hackwards.
19. Place fingertip of left hand on hairline of forehead with palm of hand on top of head.
20. With left hand pull hair from forehead to the right and backwards to several inches above right ear.
21. Place barrett in right hand on the right corner of forehead hairline.
22. Move barrett back across the scalp to just above the left hand hold of hair.
23. Release hair from left hand.
24. With left index finger on top of barrett hinge, and left thumb on bottom, hold barrett in place.
25. Place right index and middle fingers on top of unclasped end of barrett perpendicular to barrett.
26. Place right thumb on bottom of unclasped bar.
27. Close barrett.
28. Snap type - squeeze right thumb and index fingers together.
29. Safety pin type - move right thumb and bottom bar back toward palm.
30. Squeeze right thumb and index finger together.
31. Push bottom bar underneath top bar.
32. Release barrett.

Doug Beaton
Walter E. Fernald
State School

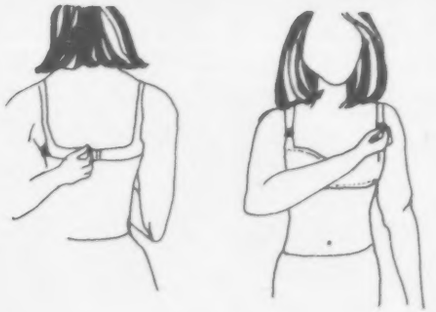
PUTS ON INDOOR/OUTDOOR CLOTHING

PUTTING ON BRA

PREREQUISITE SKILLS: recognizes bra; discriminates right from left, manipulates with hands and arms

MATERIALS REQUIRED: bra

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or fading of assistance



TASK ANALYSIS:

1. Get bra on her own.
2. Lay bra out with bra cups facing student.
3. Grasp eye piece with right hand.
4. Place right hand with bra in hand behind her.
5. Grasp hook piece with left hand in back.
6. Align hooks.
7. Pull first hook into eye.
8. Pull second hook into eye.
9. Slide bra around waist until cups are in front.
10. Grasp top of cups with both hands.
11. Pull bra cups up to cover breasts comfortably.
12. Grasp right strap with left hand.
13. Slide right arm under and through strap.
14. Pull strap onto right shoulder.
15. Grasp plastic hook of right strap with left hand.
16. Slide strap out of plastic hook.
17. Grasp short end of strap and adjust to fit.
18. Slide strap back into hook.
19. Push short end of strap down into bra cup.
20. Grasp left strap with right hand.
21. Slide left arm under and through strap.
22. Pull strap onto left shoulder.
23. Grasp plastic hook of left strap with right hand.
24. Slide strap out of plastic hook.
25. Grasp short end of strap and adjust to fit.
26. Slide strap back into hook.
27. Push short end of strap back down into bra cup.
28. Grasp bottom of bra with both hands.
29. Pull down until bra fits firmly.

Ina Goodman
staff at
Walter E. Fernald
State School

PUT ON SANITARY BELT

PREREQUISITE SKILLS: recognizes sanitary belt and napkin; manipulates with hands and arms

MATERIALS REQUIRED: sanitary belt and napkin

RECOMMENDED INSTRUCTIONAL APPROACH: fading of assistance

TASK ANALYSIS:

1. Go to bathroom on her own.
2. Get belt.
3. Get napkin.
4. Pull pants down.
5. Sit on toilet.
6. Pull belt up around lower legs.
7. Adjust hook around front of belt.
8. Adjust belt hook around back of belt.
9. Turn napkin right side up (blue stripe underneath).
10. Arrange napkin, one end in front, other end in back.
11. Twist front end of napkin.
12. Thread twisted front end through hole (in metal hook) away from self.
13. Pull end through hole away from self.
14. Pull end up onto prong so that end catches and attaches to front of belt.
15. Turn belt around.
16. Twist short back end of napkin.
17. Thread twisted end of back end through hole away from self.
18. Pull end through hole away from self.
19. Pull end up onto metal prong so that end catches and attaches in back.
20. Stand up.
21. Pull belt up around waist.
22. Pull pants up.

Wendy Fitting

PUTTING ON BATHING SUIT (ONE PIECE - WOMAN'S TANK SUIT)

PREREQUISITE SKILLS: recognizes bathing suit; discriminates front from back; right from left; manipulates with hands and arms; adjusts to desired fit; lifts foot

MATERIALS REQUIRED: bathing suit

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or fading of assistance

TASK ANALYSIS:

1. Grasp bathing suit at top with both hands.
2. Hold bathing suit so that the back is closest to body.
3. Grasp bathing suit one hand on each strap.
4. Hold at knee level.
5. Lift right foot.
6. Put right foot through right leg opening of bathing suit.
7. Put right foot down on floor.
8. Pull bathing suit up to right knee.
9. Lift left foot.
10. Put left foot through left leg opening of bathing suit.
11. Put left foot down on floor.
12. Pull bathing suit up to left knee.
13. Pull bathing suit up to waist.
14. Release suit.
15. Grasp right strap with left hand.
16. Place right arm through strap.
17. Pull strap up onto shoulder with left hand.
18. Release strap.
19. Grasp left strap with right hand.
20. Place left arm through strap.
21. Pull strap up onto shoulder with right hand.
22. Release strap.
23. Adjust bathing suit (straps, bra area) if necessary.

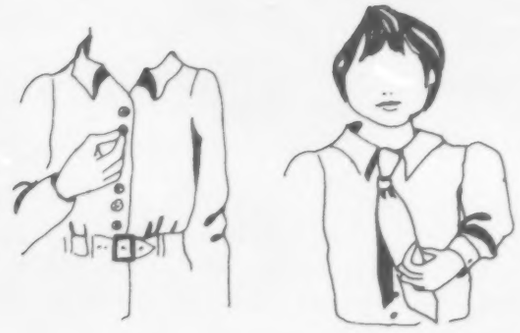
Michelle Shuster
August 1976

PUTS ON TIE

PREREQUISITE SKILLS: recognizes tie; discriminates front from back, right side from wrong side, wide from thin; manipulates with hands and arms, buttons shirt

MATERIALS REQUIRED: tie

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining with modeling



TASK ANALYSIS:

1. Button up shirt all the way.
2. Grasp collar with both hands.
3. Lift up collar.
4. Release collar.
5. Grasp tie.
6. Place tie around neck over shirt with ends in front and wrong side against shirt.
7. Move tie so that wider end is about a foot longer than thinner end.
8. Cross wider end over thinner end.
9. Hold both pieces where they meet with one hand.
10. Wrap wider end around back of thinner end with other hand.
11. Bring wider end around to front again.
12. Place wider end through the middle (hole inbetween neck and tie) so that it is in back of thinner end.
13. Pull tightly keeping tie smooth.
14. Wrap wider end tightly around the front of tie keeping right side of tie facing out.
15. Continue wrapping wider end until it is in back again.
16. Bring wider end up through middle to front.
17. Release knot that is being formed.
18. Grasp outer layer of knot only.
19. Pull layer outward slightly.
20. Tuck wider end under outer layer.
21. Pull wider end through until it forms a knot.
22. Release tie.
23. Grasp thinner end with one hand.
24. Grasp knot with other hand.
25. Pull thinner end down while pushing knot upward until knot is tight.
26. Release tie ends.
27. Grasp collar.
28. Put collar down.
29. Release collar.
30. Check to make sure tie is centered on shirt.

Michelle Shuster
February 1977

PUTS ON INDOOR/OUTDOOR CLOTHING

PUTS ON SHIRT PULLOVER

PREREQUISITE SKILLS: recognizes shirt and colored tag; discriminates right side of shirt, right from left; manipulates with hands and arms

MATERIALS REQUIRED: pullover shirt with colored tag on back

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or fading of assistance

TASK ANALYSIS:

1. Grasp shirt at shoulders with both hands.
2. Orient shirt to be right side out
3. Place shirt on flat surface such that color tag is closest to student (back).
4. Grasp bottom end of back of shirt with both hands having thumbs on inside.
5. Lift hands while holding shirt in front of head.
6. Place hands between front and back of shirt.
7. Pull shirt over head, pushing head through the top.
8. Pull front of shirt out and away from body with both hands.
9. Push left hand through left arm hole until arm is completely through.
10. Hold front of shirt out and away from body with left hand.
11. Push right hand through right arm hole until arm is completely through.
12. With both hands grasp bottom of shirt in front.
13. Pull shirt down to waist.
14. Slide both hands around side and back to pull shirt down.
15. If long sleeves, pull sleeves down.

Adrienne Hayden
December 1976

PUTS ON INDOOR/OUTDOOR CLOTHING

PUTS ON UNDERSHIRT (WITH SLEEVES)

PREREQUISITE SKILLS: recognizes undershirt; discriminates inside from outside; right from left; front from back; has coordinated arm motion

MATERIALS REQUIRED: undershirt

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or modeling

TASK ANALYSIS:

1. Pick up undershirt.
2. Turn to right side if inside out.
3. Grasp bottom of undershirt with both hands so that back is closes to body.
4. Put right arm through right sleeve on undershirt while grasping bottom with left hand.
5. Grasp bottom with right hand and put left arm through left sleeve.
6. Pull up sleeve on right arm with left hand.
7. Pull up sleeve on left arm with right hand.
8. Grasp bottom of undershirt with both hands at back of undershirt.
9. Place over head.
10. Pull down shirt over head.
11. Grasp shirt on sides.
12. Pull down shirt over chest.
13. Release shirt.

Michelle Shuster
August 1976

PUTS ON INDOOR/OUTDOOR CLOTHING

BOOTS - PULL ON

PREREQUISITE SKILLS: recognizes boots; discriminates right from left; manipulates with arms and hands; full range of motion in legs

MATERIALS REQUIRED: boots

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or modeling

TASK ANALYSIS:

1. Pick up right boot.
2. Grasp right boot with both hands (thumbs inside, boot pointed forward).
3. Lift right foot and insert foot in top of boot.
4. Pull on sides of boot with both hands.
5. Push downward with foot to push foot into boot.
6. Place foot on floor and bring foot fully into boot.
7. Pick up left boot.
8. Grasp left boot with both hands (thumbs inside, boot pointed forward).
9. Lift left foot and insert foot in top of boot.
10. Pull on sides of boot with both hands.
11. Push downward with foot to push foot into boot.
12. Place foot on floor and bring foot fully into boot.

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FASTENING SKILLS

UNTIES BOW

PREREQUISITE SKILLS: recognizes bow, laces; manipulates with hands/fingers

MATERIALS REQUIRED: a tied bow

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Grasp one lace end.
2. Pull gently until bow is pulled out completely.
3. Release lace end.
4. Grasp other lace end.
5. Pull gently until bow is pulled out completely.
6. Release lace end.
7. Place finger under laces that are still tied.
8. Pull upward until laces come apart.
9. Release laces.

Michelle Shuster
March 1977

FASTENING SKILLS

UNTIES KNOT

PREREQUISITE SKILLS: recognizes laces; manipulates with hands and arms

MATERIALS REQUIRED: a knot tied with laces

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Grasp one lace of knot.
2. Pull gently until end comes out of knot.
3. Release lace.
4. Grasp other lace of knot.
5. Pull gently until end is loose.
6. Release lace.

Michelle Shuster
March 1977

FASTENING SKILLS

UNLACE SHOES

PREREQUISITE SKILLS: recognizes laces; discriminates left from right; manipulates with hands

MATERIALS REQUIRED: shoe with laces

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Pick up one lace.
2. Pull lace until bow is undone.
3. Untie knots.
4. Hold left flap with left hand.
5. Pull lace from hole with right hand.
6. Hold right flap with right hand.
7. Pull lace from hold with left hand.
8. Continue to pull lace through all holes.
9. Remove lace from shoe.

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51

FASTENING SKILLS

UNSNAPPING

PREREQUISITE SKILLS: recognizes snap; manipulates with hands and fingers

MATERIALS REQUIRED: snap on clothing or dressing board

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Grasp underneath snap piece with forefinger and thumb.
2. Grasp top flap of material with other forefinger and thumb.
3. Pull both pieces apart.
4. Unsnap snap.

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FASTENS JEWELRY (NECKLACE)

PREREQUISITE SKILLS: recognizes jewelry, clasp and hook; discriminates index finger from thumb and other fingers, same from opposite; manipulates with hands/fingers

MATERIALS REQUIRED: jewelry with a clasp closing (necklace)

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Grasp one necklace end with one hand.
2. Grasp other end with other hand facing the ornament away from body.
3. Lift hands up to neck while holding necklace in front of body.
4. Bring one hand around neck on same side to back of neck.
5. Bring other hand around neck on same side to back of neck.
6. Place index finger on latch of clasp while holding onto necklace end with rest of fingers and thumb.
7. Push latch open.
8. Move hook from other end of necklace into clasp.
9. Push latch closed.
10. Release latch.
11. Release necklace.

Michelle Shuster
February 1977

UNFASTENS JEWELRY (NECKLACE)

PREREQUISITE SKILLS: recognizes necklace, clasp, and latch; discriminates front from back; manipulates with hands/fingers

MATERIALS REQUIRED: necklace on body

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with fading of assistance

TASK ANALYSIS:

1. Grasp necklace clasp with one hand.
2. Grasp end of necklace without clasp with other hand.
3. Grasp latch of clasp with one finger of hand holding clasp.
4. Move latch.
5. Move necklace end out of clasp.
6. Release latch.
7. Bring necklace to front of body.
8. Place necklace down.
9. Release necklace.

Michelle Shuster
March 1977

FASTENING SKILLS

BUCKLING

PREREQUISITE SKILLS: recognizes belt and buckle; manipulates with hands/fingers

MATERIALS REQUIRED: belt with buckle

RECOMMENDED INSTRUCTIONAL APPROACH: modeling or fading of assistance

TASK ANALYSIS:

1. Grasp left side buckle with left index finger and thumb.
2. Grasp right side with right fingers and thumb.
3. Push belt through buckle.
4. Release belt end.
5. Grasp belt end.
6. Pull back belt end.
7. Push prong through hole in belt with other index finger.
8. Push belt end under loop.
9. Pull belt end through with other hand.

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FASTENING SKILLS

TIES FRONT TIES

PREREQUISITE SKILLS: recognizes shoe lace; discriminates right from left; manipulates with fingers and hands

MATERIALS REQUIRED: wooden block with side shoe lace attached

RECOMMENDED INSTRUCTIONAL: shaping with verbal prompting and modeling

TASK ANALYSIS:

1. Grasp left lace with left hand.
2. Grasp right lace with right hand.
3. Bring right lace to left.
4. Drop right lace.
5. Bring left lace to right over right lace.
6. Drop left lace.
7. Grasp right lace with right hand.
8. Push right lace in hole under left lace.
9. Drop right lace.
10. Grasp left lace with left hand.
11. Grasp right lace with right hand.
12. Pull laces right.
13. Drop laces.
14. Pinch left lace in bow with left hand.
15. Pinch right lace with right hand.
16. Bring lace over thumb.
17. Bring lace over fist.
18. Bring lace in back of bow.
19. Bring lace in front of first finger near tip of finger.
20. Push lace through loop under thumb using first finger on right hand.
21. Drop laces.
22. Pinch left loop with left hand.
23. Pinch right loop with right hand.
24. Pull both loops in a vertical direction until tight.
25. Release loops.

Patricia Bielet
December 1976

FASTENING SKILLS

SNAPPING SHIRT, BATHROBE, COAT

PREREQUISITE SKILLS: recognizes snap; discriminates left from right; manipulates with hands and arms; aligns right and left snap pieces

MATERIALS REQUIRED: shirt, bathrobe, or coat with snaps

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance

TASK ANALYSIS:

1. Hold top right snap lapel out and open with right hand (thumb tip on back of snap, forefinger on inside of lapel).
2. Pinch left lapel between left forefinger and thumb (thumb on outside, forefinger on inside).
3. Turn left lapel piece so that left snap piece is lined up with right snap piece.
4. Position left snap piece to meet left snap piece.
5. Position right snap piece to meet left snap piece.
6. Steady left lapel and snap piece against right snap piece, pressing with left forefinger against back of snap. Steady left lapel with left thumb on outside.
7. Place right forefinger inside on back of aligned snap.
8. Release left lapel from left hand.
9. Pinch aligned snap with right forefinger (positioned inside behind snap) and right thumb tip (positioned outside on top of snap).
10. Apply pressure with both right forefinger and right thumb until snap is closed.
11. Repeat procedure for all snaps on shirt.

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FASTENING SKILLS

ZIPPING A ONE PIECE ZIPPER

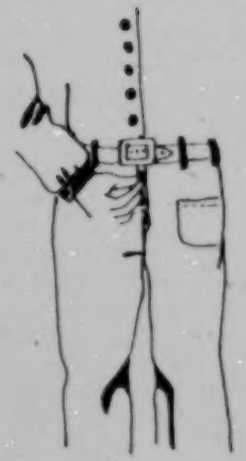
PREREQUISITE SKILLS: recognizes zipper, a lever, a thumb and first finger; concept of grasp and pull up, below, push down flat

MATERIALS REQUIRED: a pair of slacks with a one piece zipper

RECOMMENDED INSTRUCTIONAL APPROACH: shaping or modeling

TASK ANALYSIS:

1. Grasp the material below the zipper with one hand.
2. With the other hand, using the thumb and first finger, grasp the lever to the zipper.
3. Pull the lever up in an ascending direction to the top of the zipper.
4. Push the lever down flat to lock the zipper.



Ramona Johnson
December 1976

FASTENING SKILLS

ZIPPING ONE PIECE FRONT ZIPPER

PREREQUISISTE SKILLS: fine motor control of fingers

MATERIALS REQUIRED: article of clothing with appropriate one piece front zipper

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining or modeling

TASK ANALYSIS:

1. Grasps and holds tab used for closing and opening zipper.
2. Pulls zipper last two inches to closed position with the instructor holding base of zipper.
3. Pulls zipper last two inches to closed position with one hand holding the base of the zipper while the other hand pulls the tab to the closed position.
4. Holding the base of the zipper, the learner pulls the zipper the last four inches to the closed position.
5. Holding the base of the zipper, the learner pulls the zipper from the open to the closed position.

Joan Crooker
December 1976

FASTENING SKILLS

ZIPS TWO PIECE FRONT ZIPPER

PREREQUISITE SKILLS: recognizes article of clothing, zipper and its parts; manipulates fingers (grasping, pulling); puts on jacket or other article of clothing that needs to be zipped

MATERIALS REQUIRED: jacket or other article of clothing with two piece front zipper

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining

TASK ANALYSIS:

1. Put on jacket or article of clothing with two piece front zipper.
2. Place two opposite sides of jacket next to each other.
3. Place one hand on each of the two bottom sides of jacket.
4. With one hand, grasp the zipper next to jacket.
5. With other hand, slightly lift zipper and jacket.
6. Place zipper over the other bottom side with the zipper catch.
7. Slide zipper into its catch.
8. With one hand, hold the bottom of jacket down.
9. With other hand, grasp zipper.
10. Pull zipper up on its runner to the top of the zipper track.
11. Release zipper.
12. Release bottom of jacket.

Pauline Glazier
December 1976

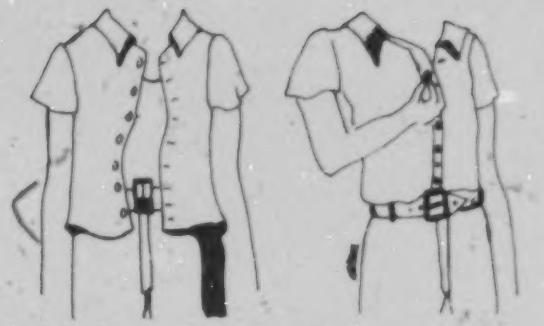
FASTENING SKILLS

BUTTONING MAN'S SHORT-SLEEVE SHIRT

PREREQUISITE SKILLS: recognizes button and buttonhole; manipulates with hands and arms

MATERIALS REQUIRED: man's button-down short-sleeve shirt

RECOMMENDED INSTRUCTIONAL APPROACH: shaping or fading of assistance



TASK ANALYSIS:

1. Place shirt on student unbuttoned.
2. Grip right edge of top button in right hand between forefinger and thumb.
3. Grip buttonhole lapel in left hand.
4. Place left thumb on outside of buttonhole parallel to top button.
5. Place left forefinger on inside of buttonhole parallel to top button.
6. Push left thumb tip partially through buttonhole.
7. Using right hand, push left edge of button against left thumb tip.
8. Lift left forefinger up and over lapel to outside of buttonhole, bringing left forefinger to rest on top of left thumb.
9. Grip left edge of button with left forefinger and thumb.
10. Lift right forefinger to outer edge of buttonhole lapel.
11. Push with right thumb tip against right edge of button.
12. Grip buttonhole lapel with right forefinger and thumb (forefinger on outside, thumb underneath).
13. Pull button to left with left hand.
14. Pull lapel to right with right hand.
15. Using right hand, pull down on buttonhole lapel to situate button in center of hole.
16. Release button and lapel.
17. Grip right edge of second button in right hand between forefinger and thumb.
18. Grip buttonhole lapel in left hand on a parallel with second button.
19. Repeat buttoning procedure for second button.
20. Grip right edge of third button in right hand between forefinger and thumb.
21. Grip buttonhole lapel in left hand on a parallel with third button.
22. Repeat buttoning procedure for third button.
23. Grip right edge of fourth button in right hand between forefinger and thumb.
24. Grip buttonhole lapel in left hand on a parallel with fourth button.
25. Repeat buttoning procedure for fourth button.

For woman's shirt right and left will be reversed but procedure remains the same otherwise.

Jacque Dunaway
December 1976

FASTENING SKILLS

BUTTONS FRONT BUTTONS

PREREQUISITE SKILLS: recognizes clothing, button, button holes; discriminates front from back, inside from outside; manipulates with fingers, puts on clothing with front buttons

MATERIALS REQUIRED: article of clothing with front buttons

RECOMMENDED INSTRUCTIONAL APPROACH: shaping or modeling

TASK ANALYSIS:

1. Put on article of clothing with front buttons.
2. Pull two sides that need to be buttoned side by side.
3. Place one hand on each side.
4. Grasp button in one hand.
5. Place button under button hole.
6. Turn button on its side.
7. Push side of button through button hole with one hand until it is visible on other side.
8. Grasp the side of the button with the opposite hand.
9. Pull it completely through.
10. Push button flat against button hole.

Pauline Glazier
December 1976

57

FASTENING SKILLS

HOOKING PANTS

PREREQUISITE SKILLS: recognizes pants, hook and eye; discriminates right from left; manipulates with hands and arms; aligns hook and eye

MATERIALS REQUIRED: pants with hook and eye

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and shaping

TASK ANALYSIS:

1. With left hand grasp left side of pants (student's left) with the thumb to the inside left part of the hook, and the forefinger on the outside directly behind the hook.
2. With right hand grasp right side of pants (student's right) with the thumb to the inside of the pants directly behind the eye, and the forefinger to the outside about 1" to the right of the eye.
3. Overlap sides of pants, left over right and stop slightly to the right of the eye.
4. Move left side of pants to the left, locking the hook and eye
5. Remove hands from pants.

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FASTENING SKILLS

TIE BELT

PREREQUISITE SKILLS: recognizes belt; discriminates right from left; manipulates with hands/fingers

MATERIALS REQUIRED: tie belt

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Hold belt in one hand around waist, end to end.
2. Left hand should be open with the left side of the belt lying flat upon hand.
3. To cross ends of the belt, cross the right end of the belt over left, dropping left end of belt from grip.
4. Take left end of belt (now in right hand) and carry upwards, then inside (between knee and body) and downwards.
5. Drop left end from grip.
6. With right hand, reach from the outside, take left end in grip and pull to the right.
7. Pull right of the belt to the left simultaneously tightening knot.
8. With right forefinger and thumb, grasp right end of belt close to knot.
9. Using left forefinger and thumb, push left end of belt together to form loop.
10. With right hand, move grip out towards the middle of the length of belt.
11. Circle around loop and towards body.
12. Hold the right end of the belt under thumb while loop is grasped by fingers.
13. Push the belt through the opening with the thumb forming second loop.
14. Pull the second loop to the left with middle two fingers of the left hand.
15. Using forefinger and thumb pull first loop to the right simultaneously.
16. Tighten bow.

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FASTENING SKILLS

STARTING A TWO PIECE ZIPPER

PREREQUISITE SKILLS: recognizes zipper and its parts; aligns straight edge with zipper; manipulates with hands/fingers

MATERIALS REQUIRED: two piece zipper

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining with fading of assistance

TASK ANALYSIS:

1. Put left corner of jacket in left hand.
2. Put right corner of jacket in right hand.
3. Hold both corners out in front of body.
4. Hold zipper part down with right hand.
5. With left hand put straight edge in zipper.
6. Slide straight edge down to end of zipper.
7. Hold button of zipper with left hand.
8. With right hand, pull zipper clasp up.

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FASTENING SKILLS

UNZIPPING A ONE PIECE ZIPPER

PREREQUISITE SKILLS: recognizes zipper, a lever; understands concept of grasp and pull down

MATERIALS REQUIRED: a pair of slacks with a one piece zipper

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and shaping

TASK ANALYSIS:

1. Grasp the metal or plastic lever between the thumb and first finger.
2. Lift the lever up to unlock the zipper.
3. Hold top area next to zipper on slacks with other hand.
4. Pull zipper down keeping lever perpendicular to slacks.
5. Release lever.
6. Release slacks.

James E. McCormack
December 1976

FASTENING SKILLS

UNTIE BELT

PREREQUISITE SKILLS: recognizes belt; manipulates with hands and arms

MATERIALS REQUIRED: tie-belt

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Pull one end of belt until bow is undone.
2. Grasp right loop of knot with thumb and index finger of right hand.
3. Pull out on loop until right end of belt is completely disengaged from knot.

Amanda J. Chalmers

FASTENING SKILLS

UNBUTTONING

PREREQUISITE SKILLS: recognizes button and buttonhole; manipulates with fingers

MATERIALS REQUIRED: button and buttonhole

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and shaping

TASK ANALYSIS:

1. Grasp button between thumb and index finger of left hand (man's shirt).
2. Grasp button hole with thumb and index finger of right hand.
3. Pull button hole toward right.
4. Push button through button hole with thumb and index finger of left hand.
5. Release grasp of button hole.
6. Grasp button on right with thumb and index finger of right hand.
7. Pull button all the way through hole toward right.
8. Disengage button from button hole.

Wendy Fitting
April 1977

FASTENING SKILLS

BUTTONING

PREREQUISITE SKILLS: recognizes button and buttonhole; manipulates with fingers; aligns button with buttonhole

MATERIALS REQUIRED: button and buttonhole

RECOMMENDED INSTRUCTIONAL APPROACH: modeling or fading of assistance

TASK ANALYSIS:

1. Grasp right edge of button between right index finger and thumb.
2. Grasp buttonhole lapel, left index finger left of buttonhole, inside of lapel and left thumb covering buttonhole outside of lapel.
3. Align button with hole by pressing left edge of button against left thumb.
4. Release left index finger from inside of left lapel.
5. Grasp left edge of button between left index finger on top of button and left thumb underneath button.
6. Release right edge of button.
7. Grasp left lapel (buttonhole lapel) between right index finger and right thumb.
8. Pull left lapel over button toward the right until button is fully engaged in buttonhole.
9. Release left edge of button.

Wendy Fitting
April 1977

FASTENING SKILLS

BUCKLES BELT

PREREQUISITE SKILLS: recognizes belt, belt buckle and belt loop; manipulates with hands; two hand coordination and adjusts to desired tightness

MATERIALS REQUIRED: belt

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and shaping

TASK ANALYSIS:

1. With belt around waist, grasp belt ends, one with each hand.
2. With right hand place belt end through buckle with right hand.
3. With right hand pull belt end toward right until desired tightness.
4. With right hand, hold belt end on right.
5. Grasp buckle pin between left index finger and thumb.
6. Align buckle pin with hole in belt end at desired tightness.
7. Push buckle pin in hole securely.
8. Release buckle pin from left hand.
9. Transfer belt end from right hand to index finger and thumb of left hand.
10. Pull belt end to left to secure buckle pin in hole.
11. Release belt end from left hand.
12. Grasp belt end with right hand.
13. Grasp left side of buckle with left index finger and thumb.
14. Lift left side of buckle with left index finger and thumb.
15. Using right hand, push end of belt through left side of buckle.
16. Release belt from right hand.
17. Release left side of buckle from left index finger and thumb.
18. Grasp belt end in left hand.
19. Pull belt end toward left to secure belt end in buckle.
20. Release belt end from left hand.

Wendy Fitting
April 1977

FASTENING SKILLS

UNBUTTONING

PREREQUISITE SKILLS: recognizes button and loop; manipulates with hands and arms

MATERIALS REQUIRED: button and loop

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Place thumb of right hand on button.
2. Place index finger of right hand on loop under flap.
3. With right hand, pull flap over button.
4. With left hand, hold button side of shirt (left side).
5. With right index finger and thumb, pushing against each other, slide index finger with loop over underside of button.
6. With right thumb, push button down.
7. Grasp inside (right) edge of button with thumb.
8. With right index finger, pull loop over button.

Amanda J. Chalmers

FASTENING SKILLS

UNHOOKING PANTS

PREREQUISITE SKILLS: recognizes pants, hook and eye; discriminates right from left; manipulates with hands and arms

MATERIALS REQUIRED: pants with hook and eye

RECOMMENDED INSTRUCTIONAL APPROACH: modeling or shaping

TASK ANALYSIS:

1. With left hand grasp side of pants (student's left) with the thumb to the inside left part of the hook, and the forefinger on the outside directly behind the hook.
2. With right hand grasp right side of pants (student's right) with the thumb to the inside of the pants directly behind the eye, and the forefinger to the outside about 1" to the right of the eye.
3. Hold right hand stationary while moving left hand to the right.
4. Remove hands from pants.

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FASTENING SKILLS

UNBUCKLES BELT

PREREQUISITE SKILLS: recognizes belt, belt buckle and belt loop; manipulates with hands, fingers and two hand coordination

MATERIALS REQUIRED: belt

RECOMMENDED INSTRUCTIONAL APPROACH: modeling

TASK ANALYSIS:

1. Grasp belt with both hands on either side of buckle.
2. Push the belt end through the loop next to the buckle with one hand.
3. Pull the belt end away from the loop until it disengages from the buckle pin.
4. Push the belt end through the buckle.
5. Release the belt.

Michelle Shuster
August 1976

FASTENING SKILLS

UNBUCKLING

PREREQUISITE SKILLS: recognizes belt and buckle; manipulates with hands and arms

MATERIALS REQUIRED: belt with buckle

RECOMMENDED INSTRUCTIONAL APPROACH: modeling

TASK ANALYSIS:

1. Grasp flap with thumb and index finger.
2. Pull flap from loop.
3. Pull back on flap.
4. Grasp prong with other thumb and index finger.
5. Pull prong from flap.
6. Release prong.
7. Grasp both belt and buckle with thumb and index finger.
8. Pull belt and buckle apart.
9. Unbuckle buckle.

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FASTENING SKILLS

UNHOOKS HOOKS AND EYES

PREREQUISITE SKILLS: recognizes article of clothing with hook and eye; discriminates hook from eye; manipulates with fingers

MATERIALS REQUIRED: article of clothing with a hooked hook and eye, table or flat surface

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Pick up article of clothing.
2. Grasp the material near the hook with fingers of one hand.
3. Grasp the material near the eye with fingers of the other hand.
4. Move hook and eye towards each other with fingers still in respective grasping positions.
5. Move material near hook downwards.
6. Lift hook out of eye by lifting material near hook upwards.
7. Release article of clothing.

Cindy Gummere
December 1976

FASTENING SKILLS

TIES SHOE

PREREQUISITE SKILLS: recognizes laces; manipulates with hands and fingers

MATERIALS REQUIRED: shoe with laces

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with fading of assistance

TASK ANALYSIS:

1. Grasp 1st lace with left index finger and thumb.
2. Grasp 2nd lace with right index finger and thumb.
3. Pull tight both laces toward student.
4. Cross laces.
5. Drop laces from both hands.
6. Pick up left lace at end with right hand and right lace with left hand.
7. Point end of lace down to align with hole between laces.
8. Put lace through hole between both laces.
9. Let go of lace in right hand.
10. Grasp lace end with same index finger and thumb.
11. Pull lace through.
12. Pull both laces tight to make knot.
13. Drop lace from left hand.
14. Grasp lace with left index finger and thumb, middle of right lace in right hand.
15. Drop lace in right hand.
16. Grasp both laces together with index finger and thumb at bottom of loop closest to shoe.
17. Drop loop from left hand.
18. Grasp free lace in left hand, one inch from shoe.
19. Wrap lace in left hand around loop touching thumb.
20. Place index finger on lace at thumb opening.
21. Push lace through with left index finger.
22. Let go with right hand.
23. Put left thumb on loop.
24. Hold lace with lt. index finger.
25. Pull both loops tight in opposite directions away from shoe.

Ina Goodman

64

FASTENING SKILLS

TIES KNOT

PREREQUISITE SKILLS: recognizes laces; over from under; manipulates with hands and arms

MATERIALS REQUIRED: laces (one black and one white), hands may be marked two different colors with a magic marker

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Grasp right lace (or black lace) in left hand.
2. Cross over left lace (or white lace).
3. Place right lace around left lace and through hole formed.
4. Pull right lace up through hole.
5. Grasp left lace (or white lace) in right hand.
6. Pull both laces tight.
7. Release laces.
8. Grasp left lace (or black lace) in right hand.
9. Cross over right lace (or white lace).
10. Place left lace around right lace and through hole formed.
11. Pull left lace up through hole formed.
12. Grasp right lace (or white lace) in left hand.
13. Pull both laces tight.
14. Release laces.

Michelle Shuster
March 1977

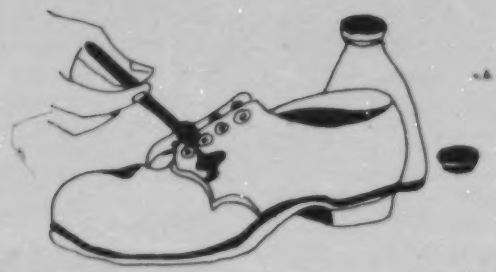
SIMPLE CARE OF CLOTHES

SHOE POLISHING - LIQUID POLISH

PREREQUISITE SKILLS: recognizes shoes that need polishing, liquid polish, newspaper; manipulates with hands/ fingers

MATERIALS REQUIRED: shoes, liquid polish, newspapers

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling



TASK ANALYSIS:

1. Select shoes.
2. Get newspapers.
3. Spread newspaper on area.
4. Unlace shoestrings (both shoes).
5. Remove shoestrings (both shoes).
6. Select shoe polish.
7. Get shoe polish brush.
8. Shake shoe polish bottle.
9. Unscrew polish cap.
10. Lift out applicator.
11. Place hand inside of shoe.
12. Use applicator to polish bottom inside of shoe.
13. Polish top of inside of shoe.
14. Turn shoe to heel.
15. Apply polish to heel.
16. Put applicator into polish bottle.
17. Pull applicator out.
18. Turn shoe to other side.
19. Apply polish to bottom outside of shoe.
20. Apply polish to top outside shoe.
21. Turn shoe to front-toe facing the person.
22. Apply polish to tongue of shoe.
23. Apply polish to toe of shoe.
24. Take hand out of shoe
25. Put applicator into bottle.
26. Screw cap on tightly.
27. Pick up shoe polish brush.
28. Place hand inside of shoe.
29. Turn to side (shoe).
30. Shine-brush side of shoe with back and forth motion.
31. Turn shoe to heel, shine.
32. Turn to front.
33. Shine toe of shoe.
34. Turn to other side.
35. Shine side.
36. Put shoe down.
37. Repeat steps 8-35.
38. Put polish away.
39. Put brush away.
40. Put shoes away.
41. Pick up papers.
42. Place in basket.

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SIMPLE CARE OF CLOTHING

PLACES CLOTHES ON HANGER

PREREQUISITE SKILLS: discriminates between inside and outside, front and back; manipulates fingers to pick up, release, grasp, and smooth material; pulls down and up a one piece zipper

MATERIALS REQUIRED: hanger, shirt (clothing with sleeves)

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Pick up article to be placed on hanger.
2. Invert to right side if necessary.
3. Turn front side of clothing towards the learner.
4. Hold clothing with one hand and unzip zipper with other hand if necessary.
5. With free hand pick up clothes hanger and hold so that the top part of hanger is pointing upwards.
6. Place one side of hanger into inside part of one clothing sleeve and then hold clothing over hanger with hand.
7. With other hand, drape the other sleeve over the other side of hanger and hold.
8. Release one hand and hold top part of hanger.
9. Smooth out clothing over hanger.
10. Put clothing on hanger onto flat surface.
11. Release clothing.
12. With one hand hold bottom part of zipper, while other hand zips up zipper.
13. Pick up hanger with clothing on it.
14. With free hand smooth out clothing on hanger.

Carolina Ruccolo
December 1976

SIMPLE CARE OF CLOTHING

PUTS CLOTHES ON HANGER

PREREQUISITE SKILLS: recognizes article of clothing to be hung up hanger; discriminates front from back, top from bottom; left from right; manipulates with fingers

MATERIALS REQUIRED: hanger, a hook on a wall, a coat, a flat surface or table

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with fading of assistance

TASK ANALYSIS:

1. Place coat flat on table with unbuttoned side up.
2. Hold hanger in front with the hook part up and the length of the hanger parallel to the width of body.
3. With right hand, grasp right shoulder of hanger.
4. With left hand, grasp collar of coat that is on left.
5. With left hand grasping collar, lift up left corner of coat near collar and top buttonhole.
6. With right hand, move hanger so that the hanger's left shoulder slides into the coat's shoulder that is on left.
7. Release left hand's grasp of coat.
8. With left hand, grasp shoulder of coat that is on left side, near the top shoulder seam (so also grasping the hanger).
9. Release right hand's grasp of hanger.
10. With right hand, pick up the corner of the coat that is on right, near the collar and top button.
11. With right hand, put side of coat that is on right over the right shoulder of the hanger.
12. Pull shoulder of coat that is on right, using right hand over the hanger's right shoulder.
13. Hold the hanger, by its hook, the coat should hang straight on the hanger.

Cindy Gunnere
December 1976

SIMPLE CARE OF CLOTHING

REMOVE BELT

PREREQUISITE SKILLS: recognizes belt and pants; manipulates with hands/fingers

MATERIAL REQUIRED: belt with buckle, pants

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. With right hand, pull end of belt out of pants loop (if applies) and out of loop on belt.
2. With right hand, grasp end of belt in palm and pull until hole is free from hook.
3. Remove right hand.
4. With left hand, pull hook to left out of the way and draw buckle outward from belt end.
5. With right hand grasp between 1st and 2nd loops, pull belt out of 1st loop.
6. Release belt.
7. With right hand grasp between 2nd and 3rd loops, pull belt out of second loop.
8. Release belt.
9. With left hand grasp belt between 3rd and 4th loops, pull belt out of 3rd loop.
10. Release belt.
11. With left hand grasp belt between 4th and 5th loops, pull belt out of 4th loop.
12. Continue holding belt up near body with left hand and with right hand grasp buckle end.
13. Pull belt out of remaining loop(s).
14. Put belt away in designated place.

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SIMPLE CARE OF CLOTHES

POLISHES SHOES - SOLID POLISH

PREREQUISITE SKILLS: recognizes shoes, shoe polish, cloth and brush; discriminates when polish covers entire shoe; manipulates with hands and fingers (rub, brush), two hand coordination

MATERIALS REQUIRED: shoes; solid polish (open), brush, and cloth

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling and fading of assistance

TASK ANALYSIS:

1. Grasp cloth with one hand.
2. Dip cloth in polish container so that polish is rubbed onto cloth.
3. Grasp shoe with one hand.
4. Pick up shoe (or place on table).
5. Rub shoe with cloth.
6. Repeat dipping of cloth and rubbing on shoe until entire shoe has a thin layer of polish on it.
7. Place cloth down.
8. Pick up brush (or other cloth).
9. Brush with short, quick strokes to shine shoe.
10. Place cloth and shoe down.
11. Pick up other shoe.
12. Pick up first cloth.
13. Repeat procedure (steps 3-12).

Michelle Shuster
August 1976

SIMPLE CARE OF CLOTHES

HANG ITEMS ON HANGER (SHIRT, COAT, ETC.)

PREREQUISITE SKILLS: recognizes clothes rack, wet clothes, hanger; discriminates wet from dry, right from left; manipulates with hands/fingers

MATERIALS REQUIRED: clothes rack; wet clothes, hanger

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Go to clothes rack with item in hand.
2. Grasp the right collar of the item with left hand.
3. Take an empty hanger from the clothes rack with the right hand.
4. Insert one end of the hanger into the right armpit of the item.
5. Move left hand from the collar to the right shoulder, grasp item by shoulder.
6. Release right hand from the hanger.
7. Grasp left collar of the item with the right hand.
8. Pull the left shoulder of the item around the open end of the hanger.
9. Grasp item by the left shoulder with the right hand.
10. Release left hand.
11. With left hand clear a space on the rack.
12. Slip hanger onto the rack.
13. Adjust item to hang straight.

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SIMPLE CARE OF CLOTHING

PUT BELT IN PANTS

PREREQUISITE SKILLS: recognizes pants and belt; manipulates with hands/fingers

MATERIALS REQUIRED: pants with belt loops, belt with buckle

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Student holds pants to be worn in his lap (not wearing them).
2. Grasp buckleless end of belt in right hand.
3. Hold the top left of pants in left hand.
4. Place the end of the belt through the first loop on the left side.
5. Pull the belt all the way through the loop until the buckle meets loop.
6. Go to next loop on left side.
7. Place buckleless end of belt through the loop.
8. Grasp belt buckle in right hand and pull other end of belt through 2nd loop.
9. Straighten out belt.
10. Complete remainder of loops.

Doug Beaton

SIMPLE CARE OF CLOTHES

HANGS WET CLOTHES ON RACK

PREREQUISITE SKILLS: recognizes wet clothes, clothes rack, clothes basket; discriminates when article is lying flat; manipulates with hands/fingers (pick up/release)

MATERIALS REQUIRED: wet clothes, clothes rack, clothes basket

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Pick up article of wet clothing from clothes basket.
2. Lay flat on one bar of rack.
3. Release article of clothing.
4. Spread wet article evenly from front to back and fully onto bar with both hands.
5. Straighten out any creases in clothing.
6. Release clothing.
7. Repeat with each article of clothing.

Richelle Shuster
August 1976

SIMPLE CARE OF CLOTHING

HANGING WET LAUNDRY (ON CLOTHES RACK)

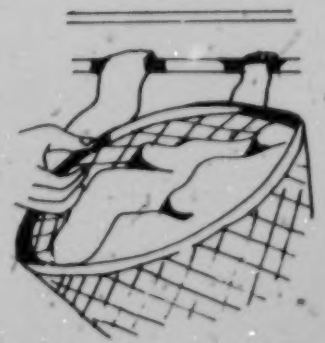
PREREQUISITE SKILLS: recognizes wet laundry, clothes basket, washing machine, clothes racks; discriminates large from small, wet from dry; manipulates with hands/fingers and arms

MATERIALS REQUIRED: wet laundry, clothes basket, washing machine, clothes racks

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Grasp clothes basket.
2. Pick up basket.
3. Bring basket to laundry room.
4. Turn on lights.
5. Put basket down.
6. Open washing machine.
7. Take wet clothes out and put into basket.
8. Close washing machine.
9. Take basket out to wooden racks.
10. Turn off laundry room light.
11. Go back to basket.
12. Start placing clothes flat on bars one by one, putting small articles on inside lower bars; picking up each article with fingers and shaking.
13. Put larger articles on outside.
14. When rack is full, bring basket to second rack.
15. Put remaining small articles on lower racks.
16. Put remaining large articles on higher racks.
17. Replace basket.



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SIMPLE CARE OF CLOTHES

HANGS WET CLOTHES ON LINE WITH CLOTHES PINS

PREREQUISITE SKILLS: recognizes wet clothes, clothes line, clothes pins, clothes basket, clothes pin bucket; manipulates with hands and arms; uses clothes pins; folds clothes; two hand coordination

MATERIALS REQUIRED: wet clothes, clothes line, clothes pins, clothes basket, clothes pin bucket

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Pick up article of wet clothes from clothes basket.
2. Lay article of clothing on line by folding a small part of the bottom over the clothes line.
3. Hold article of clothing with one hand.
4. Grasp clothes pin from clothes pin bucket with other hand.
5. Place clothes pin on clothing at fold on one side.
6. Release clothes pin.
7. Grasp clothes pin from clothes pin bucket.
8. Place clothes pin on clothing at fold on other side.
9. Release clothes pin.
10. Release article of clothing.
11. Repeat with each article of clothing.

Michelle Shuster
August 1976

SELECTION OF CLOTHES

RECOGNIZES OWN SHOES/ SNEAKERS/BOOTS

PREREQUISITE SKILLS: recognizes shoes, sneakers, or boots; discriminates matching item from unmatching one; manipulates with hands and arms (picks up or points)

MATERIALS REQUIRED: one pair of matching shoes and odd shoes (or sneakers or boots)

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with fading of assistance

TASK ANALYSIS:

1. Student selects one of own shoes/etc. from one of 3 (own pair plus one odd).
2. Student completes pair.
3. Repeat steps 1 and 2 using 4 items - own pair and two odd
4. Repeat 1 and 2 using 3 pairs.
5. Repeat 1 and 2 using 5 pairs.

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SELECTION OF CLOTHES

PICK A PAIR OF SOCKS

PREREQUISITE SKILLS: recognizes sock box, socks, table; discriminates one shade from another; manipulates with hands/fingers

MATERIALS REQUIRED: sock box, socks, table

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Go to unmatched socks box.
2. Remove all available unmatched socks from box.
3. Place them on an open cleared table.
4. Pick out all socks of one color (light or dark) and place them in small pile.
5. Place remainder of the socks back into unmatched socks box.
6. Lay out socks from smaller pile lengthwide in a row on the table.
7. Place all the socks of the same shade on top of each other according to their shade.
8. Select a pile of two or more socks of same shade.
9. Place the remaining piles off to the left of the table away from the selected pile.
10. Lay out socks from selected pile lengthwise in a row on the table.
11. Place one sock on top of another of the same length.
12. Pick up matched pair of socks.
13. Set matched pair on right side of table.
14. Pick up all remaining pairs of socks.
15. Place remaining socks in the unmatched sock box.

Doug Beaton
June 1975

SELECTION OF CLOTHES

PICK A PAIR OF MITTENS

PREREQUISITE SKILLS: recognizes mitten box, mittens, table; discriminates one shade from another; manipulates with hands/fingers

MATERIALS REQUIRED: mitten box, mittens, table

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Go to mitten box.
2. Remove all available mittens from box.
3. Place mittens on an open cleared table.
4. Pick out all mittens of one color (light or dark) and put them in small pile on table.
5. Place remainder of mittens back in box.
6. Lay out mittens in a row on table.
7. Place all mittens of same shade on top of each other in piles according to shade.
8. Select a pile of two or more mittens of the desired shade.
9. Place remaining piles off to the left side of table away from the desired pile.
10. Lay out mittens from selected pile in row on the table.
11. Place one mitten on top of one of the others until a match pair is found.
12. Pick up matched pair of mittens.
13. Place matched pair on right side of table.
14. Pick up all remaining mittens on the table except the matching pair.
15. Place remaining mittens in mitten box.

Doug Beaton
June 1975

SELECTION OF CLOTHES

PICKS OUT DAMAGED CLOTHES

PREREQUISITE SKILLS: recognizes clothes, rips, tears, holes; manipulates with hands/fingers; (pick up/release)

MATERIALS REQUIRED: clothes

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Pick up one article of clothing at a time.
2. Spread out article (front side) onto a surface.
3. Release article.
4. Scan clothing to see if there are any holes or rips (especially check seams, elbows, knees, seat of pants) or feel clothing to check for rips and holes.
5. Grasp article.
6. Turn to back side checking the side seams as well.
7. Place clothes with holes or rips in one pile.
8. Place undamaged clothes down in another pile.
9. Release clothing.

Michelle Shuster
August 1976

SELECTION OF CLOTHES

GET OUT CLOTHES FOR NEXT DAY

PREREQUISITE SKILLS: recognizes bureau, underpants, shirt, pants, socks, sock box, shoes; manipulates with hands and fingers

MATERIALS REQUIRED: bureau, underpants, shirt, pants, socks, sock box, shoes

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with fading of assistance

TASK ANALYSIS:

1. Go to bureau.
2. Open top or underwear drawer.
3. Take out underpants.
4. Place on top of bureau.
5. Close drawer.
6. Open next drawer or shirt drawer.
7. Take out shirt.
8. Place on top of bureau.
9. Close drawer (where applies).
10. Open pants drawer (where applies).
11. Take out pair of pants.
12. Place on top of bureau.
13. Close drawer.
14. Walk to sock box.
15. Open sock box.
16. Take out pair of socks.
17. Close box.
18. Walk to bureau.
19. Place socks on bureau.
20. Get out shoes.
21. Put shoes on bureau.

Michael Connolly
November 1976

INSTRUCTIONAL SEQUENCES

EATING

EATS INDEPENDENTLY

FINGER FEEDS SOLIDS

PREREQUISITE SKILLS: recognizes food; fine motor control of hands and fingers; oral/facial motor control; hand/eye coordination

MATERIALS REQUIRED: solid food on plate

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with fading of assistance

TASK ANALYSIS:

1. Reach out hand toward food.
2. Grasp one piece of food with finger tips.
3. Bring food to mouth.
4. Open mouth.
5. Place food in mouth.
6. Release food.
7. Bring hand away from mouth.
8. Close mouth.
9. Chew food.
10. Swallow food.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

BITES OFF PIECES OF FOOD

PREREQUISITE SKILLS: recognizes food; fine motor control of hands and fingers, oral/facial motor control; normal occlusion; hand eye coordination

MATERIALS REQUIRED: food (crackers, chocolate, cheese, etc.)

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Grasp food.
2. Bring food to mouth.
3. Open mouth.
4. Close teeth around food.
5. Bite down on food until a piece separates from the food.
6. Pull remaining part of food away from mouth.
7. Chew food.
8. Swallow food.
9. Repeat until food is consumed.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

SCOOPS FOOD WITH FORK

PREREQUISITE SKILLS: recognizes fork and food; fine motor control of hands and fingers; oral facial motor control; hand/eye coordination

MATERIALS REQUIRED: fork and food on plate

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Grasp fork by handle.
2. Rotate fork with handle resting between thumb and forefinger.
3. Bring fork to food.
4. Tilt fork (45° down).
5. Slip fork under food.
6. Bring fork to horizontal position.
7. Bring fork up to mouth holding level.
8. Open mouth.
9. Put fork into mouth.
10. Close mouth around fork.
11. Remove fork from mouth (use lips and teeth to scrape food from fork).
12. Chew food.
13. Swallow food.
14. Place fork down.
15. Release fork.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

SPEARS WITH A FORK

PREREQUISITE SKILLS: recognizes fork, prongs, food to be pierced; manipulates with hands and arms

MATERIALS REQUIRED: solid food on plate, fork

RECOMMENDED INSTRUCTIONAL APPROACH: shaping and modeling

TASK ANALYSIS:

1. Grasp fork by handle.
2. Rotate fork to position with handle resting between thumb and forefinger.
3. Orient fork down (45°).
4. Push prongs into food.
5. Pick food up with fork.
6. Move fork to level position.
7. Bring fork to mouth.
8. Open mouth.
9. Close mouth around food on fork.
10. Slip food off fork with lips while removing fork.
11. Chew food.
12. Swallow food.

Cynthia Schwell
April 1977

EATS INDEPENDENTLY

SERVES SELF WITH FORK

PREREQUISITE SKILLS: recognizes fork, food, and own dish; fine motor control of hands and fingers; pierces with fork, scoops with fork

MATERIALS REQUIRED: fork, food, dish, serving plate

RECOMMENDED INSTRUCTIONAL APPROACH: fading assistance or back-chaining

TASK ANALYSIS:

1. Pick fork out of serving plate.
2. Orient fork in hand.
3. Bring fork to food.
4. Pierce food with fork (or scoop food with fork).
5. Lift food out of serving plate.
6. Bring food to dish.
7. Place food on dish.
8. Pull fork out of food.
9. Put fork back onto serving dish.
10. Release fork.

Michelle Shuster
August 1976

77

EATS INDEPENDENTLY

EATS WITH FORK

PREREQUISITE SKILLS: recognizes fork, dish of food; fine motor control of fingers and hands; hand/eye coordination; oral facial motor control

MATERIALS REQUIRED: fork, dish and food

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Pick up fork by handle with dominant hand.
2. Orient fork handle between fore-finger and thumb.
3. Pick up food with fork by scooping or stabbing.
4. Raise fork with food to mouth.
5. Bring fork to mouth.
6. Open mouth.
7. Put end of fork with food into mouth.
8. Close lips over end of fork and food.
9. Take food off of fork, into mouth with tongue and teeth.
10. Remove fork from mouth.
11. Return fork to plate.
12. Release fork.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

STIRS WITH SPOON

PREREQUISITE SKILLS: recognizes food in container and spoon; full range of motion in arms; two hand coordination

MATERIALS REQUIRED: food in container, spoon

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Grasp spoon by handle using pincer grasp.
2. Lift spoon off surface.
3. Grasp container.
4. Place spoon in food within container.
5. Move spoon around in circular motion to mix.
6. Lift spoon out of food.
7. Place down in appropriate place.
8. Release spoon.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

STIRS WITH SPOON

PREREQUISITE SKILLS: recognizes spoon and liquid to be stirred; manipulates with fingers (pick-up, release)

MATERIALS REQUIRED: table, cup or bowl with liquid, spoon

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Pick up spoon with dominant hand using pincer grasp.
2. Grasp container with other hand.
3. Place spoon in cup so that bottom edge of spoon touches bottom of cup.
4. Move spoon around inside the cup 3 or 4 times.
5. Lift spoon from container.
6. Release any liquid remaining in spoon back into container.
7. Place spoon on table.

Lorraine Losco
December 1976

EATS INDEPENDENTLY

DRINKS FROM GLASS TWO-HANDED

PREREQUISITE SKILLS: recognizes glass; fine motor control of hands and fingers, oral/facial motor control; hand/eye coordination

MATERIALS REQUIRED: glass containing liquid

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with fading of assistance

TASK ANALYSIS:

1. Reach for glass with both hands.
2. Grasp glass with both hands.
3. Pick up glass.
4. Bring to mouth.
5. Open mouth.
6. Tilt glass so that liquid flows out into mouth.
7. Take glass away from mouth.
8. Close mouth.
9. Swallow liquid.
10. Place glass down.
11. Release glass.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

DRINKS FROM SPOON (SOUP)

PREREQUISITE SKILLS: recognizes spoon and bowl of soup; fine motor control of hands and fingers; hand/eye coordination; oral facial motor control

MATERIALS REQUIRED: spoon, bowl of soup

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Grasp spoon handle resting between thumb and forefinger.
2. Bring spoon to bowl.
3. Dip into bowl.
4. Fill spoon with soup.
5. Bring spoon out of bowl toward self holding it level so soup does not spill.
6. Bring spoon to mouth.
7. Open mouth.
8. Close mouth over spoon.
9. Remove soup from spoon with lips while removing spoon from mouth.
10. Swallow soup.
11. Place spoon down.
12. Release spoon.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

DRINKS FROM GLASS ONE HANDED

PREREQUISITE SKILLS: recognizes glass; fine motor control of fingers and hands; oral/facial motor control; hand/eye coordination

MATERIALS REQUIRED: glass containing liquid

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with fading of assistance

TASK ANALYSIS:

1. Reach for glass with one hand.
2. Grasp glass with one hand.
3. Pick up glass.
4. Bring to mouth.
5. Open mouth.
6. Tilt glass so that liquid flows out into mouth.
7. Take glass away from mouth.
8. Close mouth.
9. Swallow liquid.
10. Place glass down.
11. Release glass.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

EATS SOLIDS WITH SPOON

PREREQUISITE SKILLS: recognizes spoon and solid food; oral facial motor control; fine motor control of fingers and hands

MATERIALS REQUIRED: spoon, solid food on plate

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Grasp spoon by handle.
2. Rotate spoon with handle resting between thumb and forefinger.
3. Bring spoon to food.
4. Tilt spoon.
5. Scoop food while bringing spoon (at angle) toward body.
6. Rotate spoon to horizontal position.
7. Bring spoon to mouth holding level.
8. Open mouth.
9. Insert spoon into mouth.
10. Close mouth around spoon.
11. Move food off spoon with lips, tilting spoon upwards.
12. Open mouth slightly.
13. Take spoon away from mouth.
14. Chew food.
15. Swallow food.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

CUTS WITH SPOON OR FORK

PREREQUISITE SKILLS: recognizes spoon or fork; recognizes food; spears with fork

MATERIALS REQUIRED: spoon or fork, food on plate

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Grasp spoon/fork by handle.
2. Bring over to food.
3. Turn spoon/fork (edge touching the food).
4. Move spoon/fork back and forth in a sawing motion through the food.
5. When food has been cut through, lift spoon/fork away.
6. Put down spoon/fork.
7. Release spoon/fork.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

DRINKS FROM CARTON

PREREQUISITE SKILLS: recognizes carton; drink from glass; fine motor control of fingers and hands; oral facial motor control; hand/eye coordination; recognizes "open here" label

MATERIALS REQUIRED: carton with self service spout

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Determine spout side of carton.
2. Grasp spout sides with thumb and index finger.
3. Push sides back.
4. Release one hand and grasp middle of carton.
5. Release other hand and grasp edges of spout with thumb and index finger.
6. Pull forward on spout edges until opening formed.
7. Release edges.
8. Bring carton to mouth.
9. Open mouth.
10. Place spout on lips.
11. Tilt carton until liquid pours into mouth.
12. Remove spout from lips while tilting it back to vertical position.
13. Close mouth.
14. Swallow liquid.
15. Lower carton.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

DRINKS WITH STRAW

PREREQUISITE SKILLS: recognizes drink container and straw; fine motor control of fingers and hands; oral facial motor control; breath control; hand/eye coordination

MATERIALS REQUIRED: drink container and straw

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Pick up straw by one end.
2. Place into container through opening.
3. Grasp middle of container with one hand.
4. Bring toward mouth.
5. Open mouth.
6. Close mouth around top part of straw.
7. Breathe (suck) in through the straw until liquid enters mouth.
8. Swallow liquid.
9. Open mouth.
10. Remove straw.
11. Put down container.
12. Release container.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

PLACES NAPKIN ON LAP

PREREQUISITE SKILLS: recognizes napkin; fine motor control of hands and fingers; hand/eye coordination

MATERIALS REQUIRED: napkin (folded in quarters)

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with fading of assistance

TASK ANALYSIS:

1. Grasp napkin on major fold with left hand.
2. Lift napkin over lap.
3. Grasp top layer of lower right corner with right thumb and forefinger.
4. Release napkin with left hand.
5. Shake out napkin.
6. Grasp left corner with left thumb and forefinger.
7. Put napkin down flat in lap.
8. Release napkin.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

USES NAPKIN TO WIPE MOUTH

PREREQUISITE SKILLS: recognizes napkin; fine motor control of hands and arms; oral facial motor control; hand/eye coordination

MATERIALS REQUIRED: napkin (in lap)

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining with fading of assistance

TASK ANALYSIS:

1. Reach for napkin.
2. Grasp napkin.
3. Bring to mouth.
4. Move napkin across mouth from side to side.
5. Replace napkin in lap.
6. Release napkin.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

DISPOSES OF NAPKIN

PREREQUISITE SKILLS: recognizes used napkin and garbage can; fine motor control of hands and arms

MATERIALS REQUIRED: uses napkin (on lap), garbage can

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Grasp napkin with thumb and forefinger of both hands.
2. Fold napkin on to self.
3. Crumples napkin into palm of one hand.
4. Throw napkin in garbage can.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

TUCKS NAPKIN INTO SHIRT

PREREQUISITE SKILLS: recognizes napkin, collar of shirt; fine motor control of hands and arms; places napkin in lap

MATERIALS REQUIRED: napkin, shirt

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Grasp napkin.
2. Open up napkin.
3. Hold at top corners of napkin (thumb and index finger).
4. Bring up to collar of shirt (centered on buttons).
5. Tuck top length of napkin inside the collar; ends first then move hands toward center line pushing one inch behind collar with fore-finger.
6. Release napkin.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

SERVES SELF WITH SPOON

PREREQUISITE SKILLS: recognizes serving spoon, food, own dish; spears and scoops food

MATERIALS REQUIRED: serving spoon, food on plate, own dish

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Grasp spoon using palmar grasp.
2. Pick up spoon.
3. Bring spoon to food.
4. Tilt spoon toward food.
5. Scoop up food.
6. Move spoon to level position.
7. Move spoon over to dish.
8. Drop spoon down to dish.
9. Tilt spoon so that food gently rolls off.
10. Put spoon back into serving dish.
11. Release spoon.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

EATS ICE CREAM CONE

PREREQUISITE SKILLS: recognizes ice cream; fine motor control of hands and arms; oral facial motor control

MATERIALS REQUIRED: ice cream cone

RECOMMENDED INSTRUCTIONAL APPROACH: modeling

TASK ANALYSIS:

1. Grasp cone with one hand.
2. Bring up to mouth.
3. Open mouth.
4. Lick ice cream.
5. Close mouth.
6. Swallow ice cream.
7. Continue licking ice cream until cone is reached.
8. Bite cone and ice cream.
9. Chew cone and ice cream.
10. Swallow cone and ice cream.
11. Continue eating until cone is finished.

Michelle Shuster
August 1976

85

EATS INDEPENDENTLY

OPENS CEREAL BOXES

PREREQUISITE SKILLS: recognizes cereal box and its parts (flaps, tab, inner bag, slit) full range of motion in arms

MATERIALS REQUIRED: cereal box (individual size) and bowl

RECOMMENDED INSTRUCTIONAL APPROACH: fading assistance

TASK ANALYSIS:

1. Grasp box with one hand near top.
2. Place thumb of other hand under tab and forefinger on top.
3. Lift tab and rip across full length of top.
4. Lift up flap.
5. Release box.
6. Place finger under second flap.
7. Lift up flap.
8. Release flap.
9. Lift up two side flaps.
10. Reach in box and grasp inner bag.
11. Rip open inner bag horizontally from one top end to other.
12. Release bag.
13. Grasp box on side.
14. Pick up box and tilt it over bowl.
15. Pour out cereal into bowl.
16. Put down box.
17. Release box.
18. Grasp inner bag with both hands.
19. Fold inner bag down.
20. Release inner bag.
21. Grasp side flaps.
22. Put down side flaps.
23. Release side flaps.
24. Grasp second flap (with slit).
25. Put down second flap.
26. Release second flap.
27. Grasp flap with tab.
28. Put down flap with tab.
29. Push tab into slit of second flap.
30. Release flap with tab.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

OPENS SUGAR PACKETS

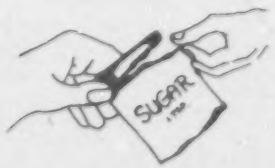
PREREQUISITE SKILLS: recognizes sugar packet; fine motor control of hands and fingers; hand/eye coordination

MATERIALS REQUIRED: sugar packet

RECOMMENDED INSTRUCTIONAL APPROACH: modeling

TASK ANALYSIS:

1. Grasp sugar packet at top between thumb and forefinger.
2. Shake back and forth.
3. Grasp sugar packet at side with other hand.
4. Rip packet open from one side to other.
5. Release top of packet.



Michelle Shuster
August 1976

EATS INDEPENDENTLY

OPENS CONDIMENT PACKAGES

PREREQUISITE SKILLS: recognizes condiment package; fine motor control of hands and arms; open sugar packets

MATERIALS REQUIRED: condiment package

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance

TASK ANALYSIS:

1. Grasp condiment package near top on side between thumb and forefinger.
2. Rip package open from one side of top to the other with free hand.
3. Release package at top.

Cynthia Schwell
April 1977

EATS INDEPENDENTLY

POURS COLD LIQUID FROM PITCHER

PREREQUISITE SKILLS: recognizes pitcher with liquid and container to pour it into; discriminates when container is full; full range of motion in arms

MATERIALS REQUIRED: liquid in pitcher; container

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and shaping

TASK ANALYSIS:

1. Pick up pitcher with liquid by handle with dominant hand.
2. Bring over to container.
3. Tilt pitcher so that liquid pours out slowly, does not spill, and does not splash up.
4. Fill container to appropriate level.
5. Right pitcher.
6. Put down pitcher.
7. Release pitcher.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

POURS COLD LIQUIDS

PREREQUISITE SKILLS: recognizes a pitcher, glass; discriminates liquid from solid; manipulates fingers (grasp, hold)

MATERIALS REQUIRED: table, a pitcher with milk, a glass

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining

TASK ANALYSIS:

1. Pick up a glass.
2. Place it on table in front of self.
3. Release glass.
4. Pick up pitcher by the handle with dominant hand.
5. Support the bottom of pitcher with the other hand.
6. Bring pitcher over to glass.
7. Hold glass on table with one hand.
8. Turn wrist holding the handle so that the pitcher tips downward over the glass.
9. Align spout of pitcher with rim of glass.
10. Tip pitcher so that liquid pours out into glass.
11. Tip pitcher over glass in a continuous motion so that liquid pours evenly.
12. Fill glass to within ½ inch of top.
13. Right pitcher.
14. Replace on table.
15. Release pitcher.
16. Release glass.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

OPENS FLIP-TOP CAN

PREREQUISITE SKILLS: recognizes flip-top can; fine motor control of hands and arms; two hand coordination

MATERIALS REQUIRED: flip-top can

RECOMMENDED INSTRUCTIONAL APPROACH: fading of assistance

TASK ANALYSIS:

1. Grasp can with one hand around middle.
2. Life up flip-top ring with thumb and forefinger of other hand.
3. Grasp ring.
4. Pull up on ring until the flip-top is detached.
5. Throw flip-top in appropriate receptacle.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

PEELS BANANAS

PREREQUISITE SKILLS: recognizes banana; fine motor control of hands and fingers

MATERIALS REQUIRED: banana

RECOMMENDED INSTRUCTIONAL APPROACH: fading of assistance

TASK ANALYSIS:

1. Pull one banana off (if in bunch).
2. Grasp banana lightly around middle with one hand.
3. Grasp stem top of banana with other hand.
4. Pull off the top (stem).
5. Discard the stem of banana appropriately.
6. Pull peel off in strips by starting at top where stem was pulled off and pull downward.
7. Throw away peel strips.
8. Eat banana.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

USES SALT/PEPPER SHAKERS

PREREQUISITE SKILLS: recognizes shaker and food to be seasoned; full range of motion in arm

MATERIALS REQUIRED: food to be seasoned, salt/pepper shakers

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with fading of assistance

TASK ANALYSIS:

1. Grasp shaker.
2. Pick up shaker.
3. Hold above food.
4. Tilt shaker until salt/pepper sprinkles out.
5. Move over food sprinkling sparingly.
6. Turn shaker upright.
7. Replace shaker on table.
8. Release shaker.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

USES SALT/PEPPER SHAKERS

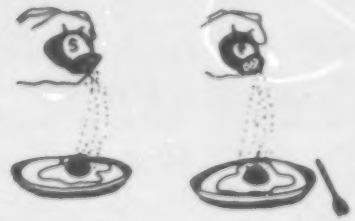
PREREQUISITE SKILLS: recognizes salt and pepper shakers; discriminates edible substances from non-edible substances; fine motor control of hands and fingers

MATERIALS REQUIRED: salt shaker, pepper shaker, table, chair, dinner meal

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining

TASK ANALYSIS:

1. Pick up salt shaker.
2. Bring shaker over to plate.
3. Tip shaker over food to be salted.
4. Sprinkle an appropriate amount of salt over food.
5. Tip shaker upright.
6. Place shaker on table.
7. Release shaker.
8. Repeat procedure for pepper.



Linda Hoge
August 1976

EATS INDEPENDENTLY

SHELLS EGGS (HARD BOILED)

PREREQUISITE SKILLS: recognizes hard boiled eggs, sink, bowl, cold water faucet knob, garbage receptacle; has full range of motion in arm; fine motor control of hands and fingers

MATERIALS REQUIRED: hard boiled eggs, sink, bowl, garbage receptacle, pot holder

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Grasp pot handle in dominant hand using pot holder to cover handle if necessary.
2. Bring over to sink.
3. Place down in sink.
4. Release pot.
5. Grasp cold water faucet knob.
6. Turn on cold water.
7. Release knob.
8. Run cold water over eggs in pot.
9. Pick up pot.
10. Pour out water carefully when eggs have cooled.
11. Put down pot.
12. Release pot.
13. Pick up one egg.
14. Bang egg on side of pot (or other surface) to crack shell.
15. Hold egg under running water.
16. Hold egg in left hand.
17. With right index finger pick pieces of shell one by one off of egg until all of shell is removed.
18. Rinse egg.
19. Place shelled egg in bowl.
20. Release egg.
21. Throw away shell in appropriate receptacle.
22. Repeat steps 13-19 for remaining eggs.
23. Grasp water faucet knob.
24. Turn off water.
25. Release knob.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

OPENS TWIST-TOP JAR/BOTTLES

PREREQUISITE SKILLS: recognizes bottle, twist top; knows which way to turn top; fine motor control of fingers (grips)

MATERIALS REQUIRED: twist-top jar/bottle

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with fading of assistance

TASK ANALYSIS:

1. Grasp bottle around middle with one hand.
2. Grasp top with dominant hand by placing palm flat on surface of top and gripping with fingers around edge of top.
3. Turn top counter clockwise (with twist of wrist).
4. Repeat twist (until top disengages from jar/bottle).
5. Lift top off of jar/bottle.
6. Place top down on table.
7. Release top.
8. Place bottle on table.
9. Release bottle.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

DRINKS FROM SODA BOTTLE

PREREQUISITE SKILLS: recognizes bottle; fine motor control of fingers and hands; drinks from glass; two hand coordination; oral facial motor control

MATERIALS REQUIRED: soda bottle with twist off cap

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Grasp soda bottle around middle.
2. Grasp twist cap with other hand.
3. Twist off cap.
4. Dispose of cap.
5. Bring bottle to mouth.
6. Open mouth slightly.
7. Rest bottle on lower lip pressing against upper lip.
8. Tilt soda bottle until soda pours into mouth.
9. Take soda bottle away from lips.
10. Bring lips together.
11. Swallow soda.
12. Place soda bottle down.
13. Release soda bottle.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

DRINKS FROM CAN

PREREQUISITE SKILLS: recognizes can; recognizes tab, drinks from glass; fine motor control of fingers and hands; oral facial motor control

MATERIALS REQUIRED: can containing liquid

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Grasp can around middle with one hand.
2. Grasp tab of can with other hand.
3. Remove tab.
4. Place tab down.
5. Release tab.
6. Bring hole in can to mouth.
7. Open mouth.
8. Rest can on lower lip and press against upper lip.
9. Tilt can until liquid pours into mouth.
10. Take can away from mouth.
11. Close mouth.
12. Swallow liquid.
13. Place can down.
14. Release can.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

UNWRAPS FOODS

PREREQUISITE SKILLS: recognizes bread in saran wrap; discriminates side from middle; with fingers and hands (pick up, release); fine motor control of hands and fingers

MATERIALS REQUIRED: table, slice of bread cut in half and wrapped in saran wrap

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance

TASK ANALYSIS:

1. Pick up wrapped bread with one hand.
2. Grasp saran wrap that is folded over on side with other hand.
3. Pull the saran wrap away from bread.
4. Release saran once the corner of saran is lifted from bread.
5. Grasp the edge of saran wrap in the middle of bread.
6. Pull the top layer of saran wrap away from bread.
7. Using hand that is holding bread, turn bread over while pulling saran wrap away with other hand.
8. When the bread is free, lift it from the saran wrap.

Lorraine Losco
December 1976

EATS INDEPENDENTLY

SPREADS

PREREQUISITE SKILLS: recognizes knife (or spoon), food, and spread; full range of motion in arm, two hand coordination

MATERIALS REQUIRED: slice of bread, knife (or spoon), spread

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and shaping

TASK ANALYSIS:

1. Pick up bread.
2. Place flat in other hand.
3. Grasp knife, using palmar grasp, in dominant hand.
4. Dip tip of knife into spread.
5. Lift knife, holding it level so that spread does not spill off knife.
6. Place flat of knife, spread side down, parallel to, and at edge of bread slice away from self.
7. Move knife across bread slice toward self.
8. Repeat steps 3 through 6 if necessary.
9. Pick up knife from surface of bread.
10. Put knife down in appropriate place.

Cynthia Schwell
April 1977

EATS INDEPENDENTLY

OPENS TWIST-TOP JARS

PREREQUISITE SKILLS: recognizes jar; discriminates top of jar from middle of jar, twist-top from other type of jar; manipulates hand and fingers (grasping, holding, turning)

MATERIALS REQUIRED: a jar with twist-top, table

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining

TASK ANALYSIS:

1. Place jar on table or other flat surface.
2. Place dominant hand on top of jar.
3. Place other hand around middle of jar.
4. Grasp top of jar by placing palm of hand flat on surface of top, gripping with fingers around edge of top.
5. Turn top counter clockwise until it disengages from bottle/jar.
6. Lift top off of jar.
7. Place top on table.
8. Release jar.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

UNWRAPS FOODS

PREREQUISITE SKILLS: recognizes food, wrap, ends; fine motor control of hands and fingers

MATERIALS REQUIRED: food wrapped in foil or plastic wrap

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance

TASK ANALYSIS:

1. Grasp one end of wrap.
2. Pick end up.
3. Unfold end away from food.
4. Release wrap.
5. Grasp other end of wrap.
6. Pick end up.
7. Unfold end away from food.
8. Release wrap.
9. Grasp top end in middle section.
10. Pick end up.
11. Unfold end away from food.
12. Release wrap.
13. Grasp bottom end in middle section.
14. Pick end up.
15. Unfold end away from food.
16. Release wrap.
17. Reach between wrap and food and grasp only food.
18. Pick up food.
19. Place food down in an appropriate place.
20. Release food.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

SLICES WITH KNIFE

PREREQUISITE SKILLS: recognizes food and knife; knowledge of safety/danger; fine motor control with finger, hands, and arm

MATERIALS REQUIRED: food, knife, fork, plate

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Grasp fork handle with non-dominant hand using palmar grip with index finger extended along back fork handle.
2. Hold fork upside down and at a 45 degree angle to food on plate.
3. Stab fork tines into center of food to stabilize food on plate.
4. Hold fork in food, applying pressure with extended index finger.
5. Grasp knife handle, cutting edge down, with dominant hand using palmar grip with index finger extended along knife handle toward blade.
6. Begin slicing slightly to right of fork.
7. Slice into food with knife, held parallel to food, beginning at edge of food farthest from self (slice toward self).
8. Move knife across food, using a slightly backward-foreward motion, cutting toward self, apply pressure with extended index finger.
9. Continue cutting motion until a bite sized section of food has been cut.
10. Remove fork from plate.
11. Place fork on plate.
12. Place knife on plate.

Amanda Chalmers

EATS INDEPENDENTLY

REPLACES LID

PREREQUISITE SKILLS: recognizes jar and lid; discriminates which way to turn lid; full range of motion in arm

MATERIALS REQUIRED: jar and twist-lid

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading assistance

TASK ANALYSIS:

1. Grasp lid with dominant hand.
2. Pick up lid, cup side down.
3. Place lid over rim of jar.
4. Hold jar at middle with non-dominant hand.
5. By manipulating lid, align threads on jar mouth with threads in side of lid.
6. Turn lid clockwise until it is secure on jar.
7. Release grasp of lid.
8. Release grasp of jar.

Michelle Shuster
August 1976

EATS INDEPENDENTLY

USES CORKSCREW

PREREQUISITE SKILLS: recognizes bottle, corkscrew, cork; manipulates with hands and arms

MATERIALS REQUIRED: corked bottle; corkscrew

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling and fading of assistance

TASK ANALYSIS:

1. Grasp corkscrew by top with dominant hand.
2. Grasp bottle around middle with other hand.
3. Push tip of corkscrew into center of cork.
4. Turn corkscrew so that it passes downward through cork.
5. Stop turning corkscrew when it has passed completely through cork.
6. Place bottle between knees.
7. Hold neck of bottle.
8. Pull hard on top of corkscrew so that it begins moving cork out of bottle.
9. Put down corkscrew when cork has been removed.
10. Release corkscrew.
11. Place bottle down.
12. Release bottle.

Michelle Shuster
August 1976

95

EATS INDEPENDENTLY

PEELS FRUIT

PREREQUISITE SKILLS: recognizes food (and knife if needed); full range of motion in arm; manipulates with hands and arms

MATERIALS REQUIRED: fruit (orange)

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Secure fruit with one hand.
2. Pick up knife with dominant hand (if needed).
3. Break peel of fruit with fingernail (or cut with knife).
4. Put knife down.
5. Pick up fruit.
6. Pull off pieces of peel by sliding fingernail underneath the cut sections of the peel.
7. Throw away pieces of peel appropriately.
8. Put down fruit.

Michelle Shuster
August 1976

INSTRUCTIONAL SEQUENCES

GROOMING & TOILETING

PREPARING FOR A BATH

PREREQUISITE SKILLS: removes underwear, pants, shirt, socks, and shoes; fine motor control and coordination

MATERIALS REQUIRED: towel, soap, and washcloth

RECOMMENDED INSTRUCTIONAL APPROACH: backward chaining and shaping

TASK ANALYSIS:

1. With all clothes removed except for underwear, the learner will remove underwear.
2. With all clothes removed except for underpants and shirt, the learner will remove them.
3. Dressed in underwear, shirt, and pants, the learner will remove them.
4. Dressed in underwear, shirt, pants, and socks, the learner will remove them.
5. The learner will remove clothes and pick up a towel.
6. The learner will remove clothes and pick up a towel and washcloth.
7. The learner will remove clothes, pick up a towel, washcloth, and soap.
8. The learner will remove clothes, pick up a towel, washcloth, soap, and select water temperature.
9. The learner will remove clothes, and pick up a towel, washcloth, soap, select water temperature and fill the tub to the appropriate level.

Joan Crooker
December 1976

FILLS BATH TUB

PREREQUISITE SKILLS: recognizes bath tub; discriminates hot from cold, empty from full; manipulates with fingers (turning knobs, pushing lever down

MATERIALS REQUIRED: bath tub with drain cover that moves up and down; hot and cold running water

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance

TASK ANALYSIS:

1. Kneel or bend at the side of the bath tub.
2. Push drain level down to prevent drainage of water.
3. Turn knob for hot water.
4. Turn knob for cold water.
5. Adjust knobs to get desired water temperature.
6. Check on rising water level.
7. Let water reach desired level (about 3/4 full in bath tub).
8. Turn hot water off.
9. Turn cold water off.

Pauline Glazier
December 1976

WASHES/DRIES VARIOUS BODY PARTS

FACEWASHING

PREREQUISITE SKILLS: recognizes sink, shirt sleeves, facecloth, soap, towel; manipulates with hands and arms

MATERIALS REQUIRED: sink, facecloth, soap

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance

TASK ANALYSIS:

1. Go to sink.
2. Roll up shirt sleeves.
3. Pick up own facecloth.
4. Turn on water.
5. Dampen facecloth.
6. Turn off water.
7. Squeeze facecloth.
8. Open facecloth onto hand.
9. Pick up soap.
10. Put soap on facecloth.
11. Replace soap.
12. Wash right cheek.
13. Wash chin.
14. Wash left cheek.
15. Wash mouth.
16. Wash nose.
17. Wash forehead.
18. Turn on water.
19. Rinse facecloth.
20. Turn off water.
21. Squeeze facecloth.
22. Rinse face.
23. Turn on water.
24. Rinse facecloth.
25. Turn on water.
26. Squeeze facecloth.
27. Return facecloth.
28. Pick up towel.
29. Dry face and hands.
30. Replace towel.
31. Roll down shirt sleeves.

James E. McCormack
September 1973

WASHES/DRIES VARIOUS BODY PARTS

FACEWASHING

PREREQUISITE SKILLS: recognizes sink, washcloth, soap, towel; discriminates clean from dirty, wet from dry; manipulates with hands and arms

MATERIALS REQUIRED: sink, washcloth, soap, towel

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance

TASK ANALYSIS:

1. Go to sink.
2. Push up sleeves.
3. Turn on water faucets.
4. Adjust temperature of water.
5. Take the washcloth and wet it under the faucet.
6. Turn the water off.
7. Squeeze water out of the facecloth.
8. Transfer the cloth to non-dominant hand.
9. Open the cloth.
10. Pick up the soap.
11. Rub soap against the washcloth about 5 or 6 times.
12. Put the soap down.
13. Proceed to wash face.
14. Rub the cloth all over forehead.
15. Circularly wash left cheek.
16. Circularly wash right cheek.
17. Wash around lip and mouth area.
18. Wash the nose area.
19. Turn the water on.
20. Rinse out the washcloth until all soap is out.
21. Wipe whole face with the cloth.
22. Rinse cloth under the faucet until all soap is out.
23. Wipe face with cloth until all soap is removed.
24. Rinse out cloth until all soap is gone.
25. Turn off the faucet.
26. Squeeze water out of cloth.

Marion Samsam
December 1976

WASHES/DRIES VARIOUS BODY PARTS

FACEWASHING (SUB-SECTIONS)

PREREQUISITE SKILLS: recognizes sink, shirt sleeves, plug, facecloth, towel rack, soap; manipulates with hands and arms

MATERIALS REQUIRED: sink, plug, facecloth, towel rack, soap

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance

TASK ANALYSIS:

GO TO SINK

1. Start walking.
2. Go in correct direction.
3. Continue walking.
4. Stop at sink.

ROLL UP SHIRT/BLOUSE

1. Put right hand on left sleeve.
2. Roll up left sleeve.
3. Put left hand in right sleeve.
4. Roll up right sleeve.

PLUG SINK

1. Reach for plug.
2. Pick up plug.
3. Put plug into sink.
4. Release plug.

TURN ON WATER

1. Move hand to handle.
2. Grasp handle.
3. Turn handle.
4. Release handle.

ALLOW APPROPRIATE WATER INTO SINK

1. This involves drawing a line on the sink and rewarding for gradual approximation.

TURN OFF WATER

1. Move hand to handle.
2. Grasp handle.
3. Turn handle until water stops.

GET HANDS WET

1. Move hands toward water.
2. Put hands into water.
3. Remove hands from water.

DAMPEN FACE

1. Move wet hands toward water.
2. Put hands on face.
3. Rub wet hands on face.
4. Remove wet hands from face.

PICK UP FACECLOTH

1. Reach for facecloth.
2. Grasp facecloth.
3. Remove facecloth from rack.

PICK UP SOAP

1. Move hand toward soap.
2. Grasp soap.
3. Lift soap from tray.

PUT SOAP ON FACECLOTH

1. Hold soap in one hand/facecloth in other.
2. Rub soap on facecloth.
3. Remove soap from facecloth.

REPLACE SOAP

1. Move soap toward tray.
2. Place soap on tray.
3. Release soap.
4. Remove hand.

WASH LEFT CHEEK

1. Move facecloth to cheek.
2. Place facecloth on cheek.
3. Rub cheek with facecloth.
4. Lift facecloth off cheek.

WASH CHIN

1. Move facecloth to chin.
2. Place facecloth on chin.
3. Rub facecloth on chin.
4. Lift facecloth off chin.

James E. McCormack
September 1973

WASH/DRY BODY PARTS

WASHES/DRIES FEET

PREREQUISITE SKILLS: recognizes chair, sink, soap, facecloth, towel; discriminates warm from hot or cold, clean from dirty, same from opposite, wet from dry; manipulates with hands and arms; full range of motion in legs

MATERIALS REQUIRED: sink, soap, facecloth, towel, chair

RECOMMENDED INSTRUCTIONAL APPROACH: shaping or modeling

TASK ANALYSIS:

1. Bring chair to sink area.
2. Sit in chair.
3. Remove shoes and socks.
4. Roll up pants.
5. Grasp water faucet knobs.
6. Turn water on.
7. Adjust water to warm temperature.
8. Release knobs.
9. Grasp facecloth with both hands.
10. Place under running water.
11. Remove from under water.
12. Squeeze out excess water over sink.
13. Release one hand.
14. Grasp soap with hand.
15. Rub soap onto facecloth.
16. Put soap down.
17. Release soap.
18. Lift one leg.
19. Cross leg over opposite knee, resting ankle of lifted foot on knee.
20. Place facecloth on foot.
21. Scrub whole foot with facecloth.
22. Place facecloth under running water.
23. Rinse out facecloth.
24. Remove from under water.
25. Squeeze out excess water over sink, with both hands.
26. Release one hand.
27. Wipe off soap from foot with facecloth.
28. Place facecloth under running water.
29. Rinse out facecloth.
30. Remove from under water.
31. Squeeze out excess water over sink with both hands.
32. Release one hand.
33. Wipe foot clean with facecloth.
34. Place facecloth down.
35. Release facecloth.
36. Grasp towel.
37. Rub towel over foot until dry.
38. Place towel down.
39. Release towel.
40. Uncross leg.
41. Place leg down.
42. Repeat steps 9-41 for other foot.
43. Grasp water faucet knobs.
44. Turn off water.
45. Release knobs.
46. Put on socks and shoes.
47. Roll down pants.

Michelle Shuster
February 1977

WASH/DRY BODY PARTS

WASHES/DRIES HAIR

PREREQUISITE SKILLS: recognizes shower, squeeze bottle shampoo, towel; discriminates hot from cold from warm; manipulates with hands and arms, undresses independently, can open twist-top bottle

MATERIALS REQUIRED: shower, squeeze bottle shampoo, towel

RECOMMENDED INSTRUCTIONAL APPROACH: verbal prompting and modeling

TASK ANALYSIS:

1. Grasp water faucet knobs.
2. Turn on water to warm temperature.
3. Release knobs.
4. Remove clothing.
5. Put clothing in appropriate place.
6. Put head under water.
7. Wet hair completely.
8. Remove head from under water.
9. Grasp shampoo bottle.
10. Pick up shampoo bottle.
11. Grasp cap.
12. Remove cap.
13. Put cap down.
14. Release cap.
15. Squeeze appropriate amount of shampoo into hand.
16. Bring hand with shampoo to head.
17. Put shampoo in hair.
18. Take hand away from hair.
19. Grasp cap.
20. Pick up cap.
21. Put cap on bottle.
22. Turn cap until it is on tightly.
23. Release cap.
24. Put shampoo down.
25. Bring both hands to head.
26. Rub shampoo into hair until hair is completely lathered.
27. Put head under water.
28. Rinse hair until shampoo is completely out.
29. Remove head from under water.
30. Take hands away from head.
31. Grasp water faucet knobs.
32. Turn water off.
33. Release knobs.
34. Grasp towel.
35. Pick up towel.
36. Bring towel to head.
37. Rub hair with towel.
38. Place towel down.
39. Grasp comb.
40. Pick up comb.
41. Comb tangles out of hair.
42. Part hair.
43. Place comb down.
44. Release comb.

Patricia Bieler
December 1976

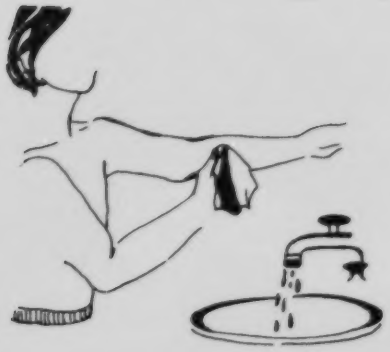
WASHES/DRIES VARIOUS BODY PARTS

WASHES/DRIES ARMS

PREREQUISITE SKILLS: recognizes sink, washcloth, soap, towel, water knobs, arms; discriminates hot from cold, wet from dry, dirty from clean, and up from down; manipulates with arms and hands

MATERIALS REQUIRED: washcloth, soap, sink with running water, towel.

RECOMMENDED INSTRUCTIONAL APPROACH: modeling or fading of assistance



TASK ANALYSIS:

1. Go to sink on own.
2. Roll or push up shirt sleeves.
3. Pick up own facecloth.
4. Turn on water.
5. Adjust to desired temperature.
6. Dampen facecloth.
7. Turn off water.
8. Squeeze washcloth.
9. Open washcloth on to hand (non-dominant).
10. With dominant hand pick up soap.
11. Put soap on facecloth.
12. Replace soap.
13. Extend dominant hand and arm.
14. Wash outside of arm from wrist to shoulder with facecloth using a backward/forward scrubbing motion.
15. Wash inside of arm (from inside of wrist to inside of shoulder) with facecloth, using a back/forward scrubbing motion.
16. Turn on water.
17. Adjust temperature.
18. Rinse facecloth until it is free of soap.
19. Turn off water.
20. Squeeze facecloth.
21. Open facecloth on to non-dominant hand.
22. Rinse outside of arm from wrist to shoulder using backward/forward scrubbing motion.
23. Rinse inside of arm from wrist to shoulder.
24. Repeat steps 16-23 to complete rinsing.
25. Turn on water.
26. Adjust temperature.
27. Wet facecloth.
28. Turn off water.
29. Squeeze facecloth.
30. Open facecloth on to dominant hand.
31. Repeat steps 10-24 washing and rinsing non-dominant arm and hand.
32. Pick up towel.
33. Dry inside and outside of arms.
34. Replace towel.

James E. McCormack
April 1967

WASH/DRY BODY PARTS

WASHES/DRIES NECK

PREREQUISITE SKILLS: recognizes sink, soap, facecloth, towel; discriminates warm from hot or cold, clean from dirty, wet from dry; manipulates with hands and arms

MATERIALS REQUIRED: sink, soap, facecloth, towel

RECOMMENDED INSTRUCTIONAL APPROACH: shaping or modeling

TASK ANALYSIS:

1. Grasp water faucet knobs.
2. Turn on water.
3. Adjust water to warm temperature.
4. Release knobs.
5. Grasp facecloth with both hands.
6. Place under running water.
7. Remove from under water.
8. Squeeze out excess water over sink.
9. Release one hand.
10. Grasp soap with dominant hand.
11. Rub soap onto facecloth.
12. Put down soap.
13. Grasp facecloth with both hands.
14. Bring facecloth to neck.
15. Scrub front of neck.
16. Scrub one side of neck.
17. Scrub other side of neck.
18. Scrub back of neck.
19. Place facecloth under running water.
20. Rinse out facecloth.
21. Remove from under water.
22. Squeeze out excess water over sink.
23. Wipe off soap from neck with facecloth.
24. Place facecloth under running water.
25. Rinse out facecloth.
26. Remove from under water.
27. Squeeze out excess water over sink.
28. Wipe neck clean with facecloth.
29. Place facecloth down.
30. Grasp water faucet knobs.
31. Turn off water.
32. Release knobs.
33. Grasp towel.
34. Rub towel over entire neck until dry.
35. Place towel down.

Michelle Shuster
February 1977

WASHES/DRIES VARIOUS BODY PARTS

SHOWERING

PREREQUISITE SKILLS: recognizes shower, facecloth, soap, towel; discriminates warm from hot or cold; manipulates with hands and arms; has full range of motion in arms and legs

MATERIALS REQUIRED: shower, facecloth, soap, towel

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Walk into shower stall.
2. Turn knob counterclockwise to hot water setting.
3. Turn knob clockwise towards cold water setting.
4. Monitor water temperature with free hand until desired temperature is reached.
5. Take facecloth in one hand.
6. Take soap in other hand (without covering it entirely with fingers).
7. Step into water.
8. Wet body, soap and facecloth.
9. Step out of water leaving it on.
10. Soap facecloth.
11. Return soap to receptacle.
12. Wash opposite upper arm.
13. Wash opposite elbow (inside and out).
14. Wash opposite forearm.
15. Wash opposite wrist.
16. Wash opposite top hand.
17. Wash palm of opposite hand.
18. Wash fingers of opposite hand.
19. Wash opposite shoulder.
20. Wash opposite armpit.
21. Wash opposite upper portion of chest, breast included.
22. Wash opposite lower portion of chest.
23. Wash entire stomach region.
24. Step back into shower.
25. Rinse soapy portion of body thoroughly.
26. Hold facecloth in hand under water to rinse it thoroughly.
27. Wet rest of body.
28. Step out of shower.
29. Pick up soap in free hand.
30. Soap facecloth.
31. Return soap to receptacle.
32. Switch facecloth from one hand to another.
33. Wash the now opposite upper arm.
34. Wash the opposite elbow inside and out.
35. Wash opposite forearm.
36. Wash opposite wrist.
37. Wash opposite top hand.
38. Wash palm of opposite hand.
39. Wash fingers of opposite hand.
40. Wash opposite shoulder.
41. Wash opposite armpit.
42. Wash opposite upper portion of chest, breast included.
43. Wash opposite lower portion of chest.
44. Step back into shower.
45. Rinse soapy portion of body thoroughly.
46. Hold facecloth in hand under water to rinse it out thoroughly.
47. Wet rest of body.
48. Step out of shower.
49. Retain facecloth in one hand.
50. Pick up soap in free hand.
51. Soap facecloth.
52. Return soap to receptacle.
53. Wash chin.
54. Wash both cheeks.
55. Wash under nose and around mouth.
56. Wash nose.
57. Wash forehead.
58. Wash front of neck.
59. Wash both sides of neck.

WASHES/DRIES VARIOUS BODY PARTS

SHOWERING (CON'T)

60. Wash back of neck.
61. Wash behind one ear.
62. Wash inside of that ear.
63. Wash behind other ear.
64. Wash inside of same ear.
65. Step back into shower.
66. Rinse soapy head and face thoroughly.
67. Hold facecloth in hand under water to rinse it out thoroughly.
68. Wet rest of body.
69. Step out of shower.
70. Retain facecloth in one hand.
71. Pick up soap in free hand.
72. Soap facecloth.
73. Return soap ro receptacle.
74. Wash same thigh.
75. Wash same knee.
76. Wash lower part of same leg.
77. Wash same ankle.
78. Wash opposite knee.
79. Wash other thigh.
80. Wash lower part of opposite leg.
81. Wash opposite ankle.
82. Rinse facecloth.
83. Pick up soap in free hand.
84. Soap facecloth.
85. Returns soap to receptacle.
86. Wash groin thoroughly.
87. Wash pubic hair thoroughly.
88. Wash inside of one thigh (the part that contacts the testes).
89. Wash inside of other thigh.
90. Step back into shower.
91. Rinse soapy portion of body thoroughly.
92. Hold facecloth in hand into water to rinse it thoroughly.
93. Wet rest of body.
94. Step out of shower.
95. Pick up soap in free hand.
96. Soap facecloth.
97. Return soap to receptacle.
98. With one hand, wash opposite upper back.
99. With same hand, wash same lower back.
100. With same hand, wash same buttock.
101. Move facecloth to other hand.
102. Wash opposite upper back.
103. Wash same lower back.
104. Wash same buttock (including anus).
105. Step back into shower.
106. Rinse soapy part of body thoroughly (including anus).
107. Wet rest of body.

108. Step out of shower.
109. Retain facecloth in one hand.
110. Pick up soap in free hand.
111. Soap facecloth.
112. Return soap to receptacle.
113. Wash rear, upper portion of same leg.
114. Wash rear of knee of same leg.
115. Wash rear of lower portion of same leg.
116. Wash rear of ankle of same leg.
117. Move facecloth from one hand to the other.
118. Wash rear upper portion of same leg.
119. Wash rear of knee of same leg.
120. Wash rear of lower portion of same leg.
121. Wash rear of ankle of same leg.
122. Rinse out facecloth.
123. Pick up soap with free hand.
124. Soap facecloth.
125. Return soap to receptacle.
126. Raise same foot off of floor and cross it over opposite knee.
127. Wash top of foot.
128. Wash bottom of foot.
129. Wash (between) toes.
130. Lower foot to floor.
131. Raise opposite foot off of floor and across same knee.
132. Wash top of foot.
133. Wash bottom of foot.
134. Wash (between) toes.
135. Lower foot to floor.
136. Come to standing position.
137. Rinse facecloth in shower water.
138. Squeeze facecloth.
139. Put facecloth away in appropriate place (i.e., on shower pipe, on stall bench, etc.).
140. Step into water, facing water.
141. Rinse head, face, neck and ears.
142. Rinse shoulders.
143. Rinse entire front body.
144. Lift one arm and rinse armpit.
145. Lift other arm and rinse armpit.
146. Rinse groin and inside of thighs thoroughly.
147. Rinse front of one leg.
148. Rinse front of other leg.
149. Turn with back to shower head.
150. Rinse back thoroughly.
151. Rinse back of legs thoroughly.
152. Raise one foot off floor slightly
153. Rinse foot in shower water.

SHOWERING (CON'T)

154. Lower foot to floor.

155. Raise other foot off of floor.

156. Rinse foot.

157. Lower foot to floor.

158. Turn around to face shower head.

159. Step out of water.

160. Turn water off.

161. Leave shower stall to retrieve towel.

Michael Fimian
Walter E. Fernald
State School

HANDWASHING

PREREQUISITE SKILLS: recognizes sink, soap, towel; discriminates clean from dirty; manipulates with hands and arms

MATERIALS REQUIRED: sink, soap, towel

RECOMMENDED INSTRUCTIONAL APPROACH: modeling or fading of assistance

TASK ANALYSIS:

1. Goes to sink.
2. Rolls up sleeves.
3. Turns on water.
4. Dampens hands.
5. Turns off water.
6. Picks up soap.
7. Turns soap.
8. Lathers hands front and back.
9. Turns on water.
10. Rinses hands.
11. Turns off water.
12. Picks up towel.
13. Dries hands.
14. Replaces towel.
15. Rolls shirt sleeves down.

James E. McCormack
April 1967

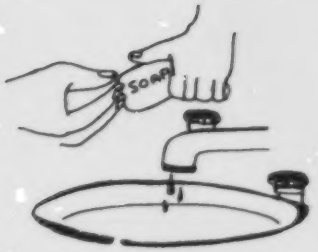
WASHES/DRIES VARIOUS BODY PARTS

HANDWASHING (SUB-SECTIONS)

PREREQUISITE SKILL: recognizes sink, soap, towel; manipulates with hands and arms

MATERIALS REQUIRED: sink, soap, towel

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance



TASK ANALYSIS:

GO TO SINK

1. Start walking.
2. Go in correct direction.
3. Continue walking.
4. Stop at sink.

ROLL UP SHIRT/BLOUSE

1. Put right hand on left sleeve.
2. Roll up left sleeve.
3. Put left hand on right sleeve.
4. Roll up right sleeve.

TURN ON WATER

1. Move hand to handle.
2. Grasp handle.
3. Turn handle.
4. Release handle.

DAMPEN HANDS

1. Put hands under water.
2. Turn hands from one side to another.
3. Remove hands from water.

PICK UP SOAP

1. Move hand toward soap.
2. Grasp soap.
3. Lift soap from tray.

TURN SOAP

1. Hold soap in hand.
2. Turn soap over.
3. Turn soap over again.
4. Hold soap.

REPLACE SOAP

1. Hold soap.
2. Move soap toward tray.
3. Place soap in tray.
4. Release soap.
5. Remove hand.

LATHER

1. Place hands together (pair to palm).
2. Rub hands back and forth.
3. Rub back of left hand with right palm.
4. Rub back of right hand with left palm.

RINSE HANDS

1. Put hands under water.
2. Let water run on hands.
3. Turn hands over.
4. Let water run on hands.
5. Remove hands from water.

PICK UP TOWEL

1. Reach for towel.
2. Grasp towel.
3. Pick towel off rack.

DRY HANDS

1. Dry back of left hand.
2. Dry palm of left hand.
3. Dry back of right hand.
4. Dry palm of right hand.

REPLACE TOWEL

1. Hold towel.
2. Move towel toward rack.
3. Place towel on rack.
4. Release towel.

TURNS OFF WATER

1. Move hand to handle.
2. Grasp handle.
3. Turn handle until water stops.
4. Release handle.

James E. McCormack

August 1973

WASHES/DRIES VARIOUS BODY PARTS

SHOWERING (AND SHAMPOO HAIR)

PREREQUISITE SKILLS: recognizes facecloth, soap, towel, shower, shampoo; discriminates warm from hot or cold; manipulates with hands and arms, undresses

MATERIALS REQUIRED: shower, facecloth, soap, towel, shampoo

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance

TASK ANALYSIS:

1. Turn on water.
2. Adjust temperature.
3. Step under water and wet body.
4. Wet facecloth.
5. Soap facecloth.
6. Wash face.
7. Wash ears.
8. Wash neck front and back.
9. Rinse soap off.
10. Rinse facecloth.
11. Re-soap cloth.
12. Wash shoulders front.
13. Wash shoulders back.
14. Wash upper back.
15. Wash left arm, from shoulder to wrist, washing top and bottom of arm and left armpit.
16. Transfer facecloth to other hand.
17. Wash right arm, from shoulder to wrist, washing top and bottom of arm and right armpit.
18. Wash chest.
19. Wash stomach.
20. Wash lower back.
21. Rinse facecloth.
22. Soap facecloth.
23. Wash crotch.
24. Wash buttocks.
25. Rinse facecloth.
26. Soap facecloth.
27. Wash left leg from thigh to ankle, washing front and back left foot, top and bottom.
28. Wash right leg, from thigh to ankle, washing front and back right foot, top and bottom.
29. Rinse body.
30. Rinse cloth.
31. Put cloth aside.
32. Wet hair thoroughly.
33. Remove cap from shampoo bottle.
34. Pour shampoo into cap.
35. Pour shampoo into hair.
36. Use both hands to rub shampoo into scalp and hair.
37. Use both hands to rinse out shampoo with head held under water.
38. Step out of shower.
39. Shut off water.
40. Grasp towel.
41. Dry Hair.
42. Dry body following same sequence as for showering. Students will be taught to dry their backs with the towel held diagonally across the back, one hand held above shoulder and one hand held at hip level.
43. Dress.

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WASH/DRY BODY PARTS

DRYING BODY

PREREQUISITE SKILLS: recognizes towel, different parts of the body; manipulates with hands and arms

MATERIALS REQUIRED: towel

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance

TASK ANALYSIS:

1. Pick up towel in one hand.
2. Dry opposite upperarm.
3. Dry opposite elbow (inside and out).
4. Dry opposite forearm.
5. Dry opposite wrist.
6. Dry opposite hand (top).
7. Dry palm of opposite hand.
8. Dry fingers of opposite hand.
9. Dry opposite shoulder.
10. Dry opposite armpit.
11. Dry opposite upper portion of chest (breasts included).
12. Dry opposite lower portion of chest.
13. Dry entire stomach region.
14. Move towel from one hand to the other.
15. Dry the now opposite underarm.
16. Dry opposite elbow (inside and out).
17. Dry opposite forearm.
18. Dry opposite wrist.
19. Dry opposite hand (top).
20. Dry palm of opposite hand.
21. Dry fingers of opposite hand.
22. Dry opposite shoulder.
23. Dry opposite upper portion of chest (breast included).
24. Dry opposite lower portion of chest.
25. Hold towel in either both hands or in preferred hand.
26. Dry chin.
27. Dry both cheeks.
28. Dry under nose and around mouth.
29. Dry nose.
30. Dry forehead.
31. Dry front of neck.
32. Dry both sides of neck.
33. Dry back of neck.
34. Dry behind one ear.
35. Dry the inside of that ear.
36. Dry behind other ear.
37. Dry inside of that ear.
38. Take towel in both hands.
39. Dry one thigh.
40. Dry that leg's knee.
41. Dry lower part of that leg.
42. Dry that leg's ankle.
43. Dry opposite (or other) thigh.
44. Dry that leg's knee.
45. Dry lower part of that leg.
46. Dry that leg's ankle.
47. Dry groin thoroughly.
48. Dry inside of one thigh thoroughly.
49. Dry inside of other thigh.
50. Hold towel at either end, using both hands.
51. Swing arms and towel up over head.
52. Continue to hold the towel as it lands across shoulders.
53. Dry upper portion of back by rubbing towel back and forth.
54. Release towel from one hand.
55. Let other hand (still holding the towel) fall to his/her side

56. With towel-less hand reach around back of body.

57. With towel-less hand grasp towel some distance from other hand.

58. Raise both hands gripping extreme ends of the towel so that towel is raised to lower portion of back.

59. Rub towel back and forth to dry lower portion of back.

60. Lower hands slightly so that towel rests against buttocks.

61. Rub towel back and forth to dry buttocks.

62. Release towel from one hand.

63. Continue to hold towel with other hand.

64. Sit down on bench.

65. Raise one foot off of floor.

66. Cross that leg across opposite knee.

67. Dry bottom and top of foot.

68. Dry (between) toes.

69. Lower that foot to the floor.

70. Raise other, opposite foot off of floor.

71. Cross that leg across opposite knee.

72. Dry bottom and top of foot.

73. Dry (between) toes.

74. Lower that foot to the floor.

75. Stand up.

76. Place towel down in appropriate place.

Michael Fimian
W.E. Fernald State School

NON-WASHING BODY CARE

WIPING THE NOSE

PREREQUISITE SKILLS: recognizes a tissue, a nose; understands the concept of clean, repeat, wipe, throw away, raise

MATERIALS REQUIRED: a box of tissues

RECOMMENDED INSTRUCTIONAL APPROACH: shaping/modeling

TASK ANALYSIS:

1. Grasp and remove tissue from box.

2. Raise the tissue to the nose.

3. Using a wiping motion, pass the tissue across the nose and surrounding area.

4. Repeat process until the area is thoroughly clean.

5. Dispose of the soiled tissues in an appropriate receptacle.

Ramona Johnson
December 1976

NON-WASHING BODY CARE

HAIRBRUSHING

PREREQUISITE SKILLS: recognizes brush, comb, mirror; discriminates right from left; manipulates with hands and arms

MATERIALS REQUIRED: brush, comb, mirror

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance

TASK ANALYSIS:

1. Select brush and comb.
2. Go to mirror.
3. Bend forward.
4. With brush in right hand, place it at nape of neck.
5. Brush forward from scalp to ends.
6. Place brush to right of section completed.
7. Brush forward from scalp to ends.
8. Continue steps 6 & 7 until front of head is reached.
9. With brush in left hand, place it at left of nape of neck.
10. Brush from scalp to ends.
11. Place brush to left of section completed, at hairline.
12. Brush from scalp to ends.
13. Continue steps 11 & 12 until front of head is reached.
14. Stand up straight.
15. Brush hair back from forehead.
16. Put brush down and pick up comb.
17. Place edge of comb at hairline (top side of head).
18. Move comb 3 to 4 inches back.
19. Put down comb and pick up brush in right hand.
20. Place brush on right hand side of part.
21. Brush from scalp to ends.
22. Place brush to left of section completed.
23. Brush from scalp to ends.
24. Continue steps 22 & 23 until back of head is reached.
25. Switch brush to left hand.
26. Place brush on left hand side of part.
27. Brush from scalp to ends.
28. Place brush to right section combed.
29. Brush from scalp to ends.
30. Continue steps 28 & 29 until back of head is completed.

Doug Beaton
Walter E. Fernald
State School

NON-WASHING BODY CARE

HAIRBRUSHING

PREREQUISITE SKILLS: recognizes counter, brush, mirror; manipulates with hands and arms

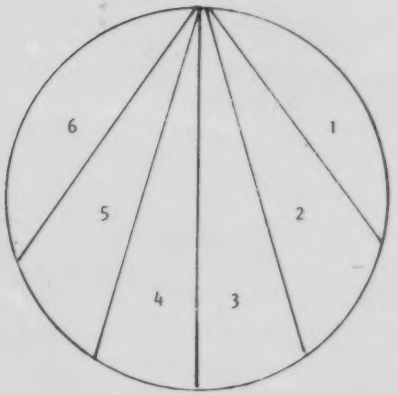
MATERIALS REQUIRED: counter, brush, mirror

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance

TASK ANALYSIS:

1. Go to counter.
2. Pick up brush.
3. Walk to mirror.
4. Lift brush to top of head.
5. Pull brush through hair on right side of head.
6. Brush section 1 properly. (see diagram)
7. Move brush to top of section 2.
8. Pull brush through hair in section 2.
9. Brush hair in section 2 properly.
10. Move brush to top of section 3.
11. Pull brush through hair in section 3.
12. Brush section 3 properly.
13. Move brush to top of section 6.
14. Pull brush through hair in section 6.
15. Brush section 6 properly.
16. Move brush to top of section 5.
17. Pull brush through hair in section 5.
18. Brush section 5 properly.
19. Move brush to top of section 4.
20. Pull brush through hair in section 4.
21. Brush hair in section 4 properly.
22. Replace brush on counter.

top of head



back of head

hair sectioned off like this

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NON-WASHING BODY CARE

COMBS HAIR

PREREQUISITE SKILLS: recognizes comb; manipulates with hands and arms

MATERIALS REQUIRED: comb

RECOMMENDED INSTRUCTIONAL APPROACH: modeling or shaping

TASK ANALYSIS:

1. Grasp handle (or spine) of comb in dominant hand.
2. Bring comb to side of head.
3. Plant comb's teeth against scalp.
4. Draw comb down through hair.
5. Repeat steps 2-5 moving comb around head until all hair is tangle free.
6. Put down comb.

Michelle Shuster
February 1977

NON-WASHING BODY CARE

FILES NAILS

PREREQUISITE SKILLS: recognizes file; manipulates with hands and arms

MATERIALS REQUIRED: nail file

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Grasp nail file between thumb and fingers of dominant hand.
2. Extend fingernails of opposite hand.
3. Place side of file against one fingernail.
4. Move file back and forth until desired smoothness and/or shape are achieved.
5. Take file away from nail.
6. Repeat steps 3-5 for rest of nails on hand.
7. Take file in hand that was just filed holding it between thumb and fingers
8. Extend fingernails of other hand.
9. Repeat steps 3-6
10. Place file down.

Michelle Shuster
February 1977

NON-WASHING BODY CARE

USES DEODORANT (ROLL-ON OR STICK)

PREREQUISITE SKILLS: recognizes deodorant, underarms; discriminates same side from opposite side; manipulates with hands and arms

MATERIALS REQUIRED: deodorant (roll-on or stick)

RECOMMENDED INSTRUCTIONAL APPROACH: modeling or shaping

TASK ANALYSIS:

1. Grasp deodorant around middle in one hand.
2. Grasp top of deodorant with other hand.
3. Unscrew top.
4. Place top down.
5. Release top.
6. Pick up deodorant in one hand.
7. Turn deodorant upside down to allow roll-on to cover roller (or push bottom of stick deodorant up so that the deodorant is a little above the rim of the container).
8. Turn roll-on deodorant right side up again.
9. Raise opposite arm.
10. Bring deodorant to armpit.
11. Run stick or roll-on deodorant up and down over armpit area until entire area is covered.
12. Take deodorant away from armpit.
13. Put arm down.
14. Place deodorant in opposite hand.
15. Repeats steps 7-13.
16. Grasp top of deodorant.
17. Screw on top.
18. Release top
19. Put down deodorant.
20. Release deodorant.

Michelle Shuster
February 1977

NON-WASHING BODY CARE

USES DEODORANT (SPRAY)

PREREQUISITE SKILLS: recognizes deodorant, underarms; discriminates same side from opposite side; manipulates with hands and arms

MATERIALS REQUIRED: deodorant (spray)

RECOMMENDED INSTRUCTIONAL APPROACH: modeling or shaping

TASK ANALYSIS:

1. Grasp deodorant can around middle.
2. Grasp top of deodorant can with other hand.
3. Pull top off.
4. Place top down.
5. Pick up deodorant can in one hand.
6. Shake deodorant can.
7. Point nozzle opening toward body.
8. Raise opposite arm from one holding can.
9. Bring deodorant can up to armpit, nozzle hole facing armpit.
10. Place index finger on nozzle.
11. Push down on nozzle.
12. Wet armpit area with spray.
13. Release nozzle.
14. Take deodorant can away from armpit.
15. Put arm down.
16. Take deodorant can in opposite hand.
17. Repeat steps 7-16.
18. Grasp top of deodorant can.
19. Place top on deodorant can.
20. Push top down onto can.
21. Put down deodorant can.

Michelle Shuster
February 1977

NON-WASHING BODY CARE

USES FACE CREAM

PREREQUISITE SKILLS: recognizes face cream; up from down; manipulates with hands and arms

MATERIALS REQUIRED: face cream, mirror

RECOMMENDED INSTRUCTIONAL APPROACH: modeling or fading of assistance

TASK ANALYSIS:

1. Grasp face cream jar around middle with one hand.
2. Grasp top with other hand.
3. Turn top to open.
4. Lift top off of jar.
5. Put top down on table.
6. Release top.
7. Put index finger into cream.
8. Scoop appropriate amount of cream out with finger.
9. Put jar down onto an appropriate surface.
10. Release jar.
11. Rub cream lightly with tips of fingers onto both hands.
12. Bring hands up to face.
13. Place one hand on each cheek.
14. Massage gently the entire face and forehead avoiding eyes.
15. Rub cream in until no cream is seen.
16. Bring hands back down to sides.
17. Grasp top of jar with one hand.
18. Grasp jar around middle with other hand.
19. Place top on jar.
20. Turn top to close.
21. Release top.
22. Return jar to assigned place.
23. Release jar.

Linda Hope
August 1976

NON-WASHING BODY CARE

SHAVING WITH ELECTRIC RAZOR

PREREQUISITE SKILLS: recognizes shaver case, shaver, table, cord, wall outlet, mirror, cleaning brush, waste basket; discriminates left from right, circular from straight, when face needs shaving; manipulates with hands and arms

MATERIALS REQUIRED: shaver case, shaver, table, cord, wall outlet, mirror, cleaning brush, wastebasket

RECOMMENDED INSTRUCTIONAL APPROACH: shaping or modeling

TASK ANALYSIS:

1. Open shaver case.
2. Remove shaver from case.
3. Place shaver on table.
4. Remove cord from case.
5. Place cord on table.
6. Take shaver in left hand.
7. Take cord into right hand.
8. Plug cord into shaver with right hand.
9. Plug cord into wall outlet with right hand.
10. Push switch to turn on shaver with right index finger.
11. Place shaver in right hand.
12. Look into the mirror.
13. Hold shaver at appropriate angle to right cheek.
14. With circular motion, shave right cheek.
15. Shave neck beneath right cheek.
16. Shave chin.
17. Shave under chin and throat.
18. Place shaver in left hand.
19. Shave left cheek.
20. Shave neck beneath cheek.
21. Shave left side of upper lip.
22. Shave right side of upper lip.
23. Turn off shaver with right index finger.
24. Unplug cord from outlet.
25. Unplug cord from shaver.
26. Place cord in shaver case.
27. Take shaver to waste basket.
28. Place shaver in left hand.
29. Press release button for cleaning blades.
30. Take cleaning brush into right hand.
31. Brush hair from shaver into waste basket.
32. Put brush down.
33. Close top of shaver with right hand.
34. Place shaver back in case.
35. Close case.

Doug Beaton
Walter E. Fernald
State School

NON-WASHING BODY CARE

USES MOUTHWASH

PREREQUISITE SKILLS: recognizes mouthwash, cup, sink, medicine cabinet; discriminates one capful; manipulates with hands; oral facial motor control.

MATERIALS REQUIRED: mouthwash, cup, sink, medicine cabinet

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and shaping

TASK ANALYSIS:

1. Get mouthwash.
2. Open bottle of mouthwash.
3. Pour mouthwash into cap.
4. Pour capful of mouthwash into glass.
5. Replace top of bottle.
6. Put mouthwash into mouth, being careful not to swallow.
7. Swish mouthwash in mouth from side to side.
8. Spit out mouthwash in sink.
9. Rinse cup and replace it.
10. Return mouthwash to medicine cabinet.

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NON-WASHING BODY CARE

CUTS/CLIPS FINGERNAILS

PREREQUISITE SKILLS: recognizes nail clipper; manipulates with hands and arms

MATERIALS REQUIRED: nail clipper

RECOMMENDED INSTRUCTIONAL APPROACH: shaping or modeling

TASK ANALYSIS:

1. Pick up nail clipper.
2. Pull up lever.
3. Turn lever to opposite side.
4. Push lever level and press down toward original side.
5. Release clipper.
6. Hold with thumb and index finger the lever side up in other hand than the one to be clipped.
7. Place one nail at a time in cutting crevice of clipper.
8. Push nail straight in (middle) only as far as finger tip.
9. Press the lever hard against clipper body until nail is severed.
10. Release lever, remove finger, and drop nail remnant into appropriate receptacle.
11. Examine clipped nail -- if jagged, clip till fairly rounded edge.
12. After one nail is satisfactorily cut, continue with other four nails on same hand in the exact manner.
13. When one hand is completed, put clipper into that hand (using thumb and index finger) and start with the five fingernails on the other hand.
14. When fully finished with that hand, turn lever again to opposite side.
15. Pull up lever and push down to safely close.
16. Return clipper to its storing place.
17. Release clipper.

Cynthia Schwell
February 1977

NON-WASHING BODY CARE

CLEANS TOENAILS (WITH FILE)

PREREQUISITE SKILLS: recognizes nail file, chair; discriminates clean from dirty; manipulates with hands and arms

MATERIALS REQUIRED: nail file, chair

RECOMMENDED INSTRUCTIONAL APPROACH: shaping or modeling

TASK ANALYSIS:

1. Sit in chair.
2. Remove shoes and socks.
3. Grasp file in one hand so that fingers wrap around file and are facing downwards toward palm of hand and thumb is facing tip of file.
4. Lift one leg.
5. Place foot on chair.
6. Lean forward.
7. Place tip of file under surface of one toenail.
8. Scrape gently under nail from one side to the other until nail is clean.
9. Remove file from under nail.
10. Clean end of file of any material from toenail.
11. Repeat steps 7-9 for other toenails on foot.
12. Place foot down on floor.
13. Lift other foot.
14. Repeat steps 5-11.
15. Place file down.
16. Release file.
17. Put on socks and shoes.

Michelle Shuster
February 1977

NON-WASHING BODY CARE

TOOTHBRUSHING

PREREQUISITE SKILLS: recognizes sink, toothpaste, counter, toothbrush, toothbrush rack, cup, towel; discriminates right from left, upper from lower; manipulates with hands and arms; oral facial motor control

MATERIALS REQUIRED: sink, toothpaste, counter, toothbrush, toothbrush rack, cup, towel

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Go to sink.
2. Roll up sleeves.
3. Turn on water.
4. Pick up toothpaste.
5. Unscrew cap.
6. Place cap on counter.
7. Select own toothbrush.
8. Squeeze toothpaste on brush.
9. Place toothpaste on counter.
10. Wet brush under water.
11. Lift brush to mouth.
12. Put brush on teeth.
13. Brush lower right side.
14. Brush lower left side.
15. Brush upper right side.
16. Brush upper left side.
17. Brush upper front.
18. Brush lower front.
19. Rinse brush under water.
20. Replace brush into rack.
21. Spit into sink.
22. Pick up glass.
23. Fill glass with water.
24. Drink from cup.
25. Spit out paste and water.
26. Replace cup onto counter.
27. Rinse hands and mouth.
28. Pick up towel.
29. Dry hands and mouth.
30. Replace towel.
31. Turn off water.

James E. McCormack

NON-WASHING BODY CARE

CLEANS FINGERNAILS

PREREQUISITE SKILLS: recognizes fingernail file; discriminates clean from dirty; manipulates with hands

MATERIALS REQUIRED: fingernail file, tissue

RECOMMENDED INSTRUCTIONAL APPROACH: modeling

TASK ANALYSIS:

1. Wet fingers.
2. Grasp file in one hand so that fingers wrap around file and are facing downwards toward palm of hand and thumb is facing tip of file.
3. Extend fingernails of opposite hand to be cleaned.
4. Place tip of file under surface of one fingernail.
5. Scrape gently under fingernail in a left-right direction until nail is clean.
6. Remove file from under fingernail.
7. Wipe file on tissue until clean.
8. Repeat for other fingernails to be cleaned.
9. Place file down.
10. Release file.

Linda Hope
August 1976

NON-WASHING BODY CARE

SHAVES LEGS (USING CREAM)

PREREQUISITE SKILLS: recognizes cream hair remover, towel, shower; discriminates up from down, hot from cold, hairy from smooth; manipulates with hands and arms

MATERIALS REQUIRED: cream hair remover, towel, shower

RECOMMENDED INSTRUCTIONAL APPROACH: modeling or shaping

TASK ANALYSIS:

1. Place one leg forward.
2. Grasp container of cream with one hand.
3. Grasp top of container with other hand.
4. Lift top off of container.
5. Put top down.
6. Release the top.
7. Place container on table.
8. Release container.
9. Place index finger on nozzle at top of container.
10. Hold other hand in cup-like fashion over hole in nozzle.
11. Press down on nozzle till cream comes out.
12. Get a palm full of cream.
13. Release finger from nozzle.
14. Reach for extended leg with hand holding cream.
15. Place palm full of cream on bottom of leg.
16. Start at ankle and work up to knee (or where hair ends) smoothing cream on leg evenly and thinly.
17. Extend other leg.
18. Repeat above procedure.
19. Rinse hands of excess cream.
20. Wait until time specified on cream container.
21. Walk to shower.
22. Unrobe.
23. Grasp shower knobs.
24. Turn knobs so running water comes on.
25. Adjust knobs for desired temperature.
26. Release knobs.
27. Pull knob that controls water flow from shower nozzle.
28. Step into shower.
29. Rinse off cream and hairs from legs.
30. Grasp knobs.
31. Turn knobs so water stops running.
32. Release knobs.
33. Step out of shower.
34. Grasp towel.
35. Dry body.
36. Put down towel.

Linda Hope
August 1976

NON-WASHING BODY CARE

CLEANS FINGERNAILS

PREREQUISITE SKILLS: recognizes fingernail brush, knobs on sink, towel, soap; discriminates clean from dirty; manipulates with hands.

MATERIALS REQUIRED: fingernail brush, sink, bar of soap, towel

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance

TASK ANALYSIS:

1. Grasp handle of fingernail brush with one hand.
2. Grasp water knob of sink.
3. Turn knob for running water.
4. Wet brush under water.
5. Remove brush.
6. Turn knob to shut water off.
7. Release knob.
8. Pick up soap.
9. Run bristles of brush onto soap lightly.
10. Remove brush from soap.
11. Return soap to place.
12. Release soap.
13. Place fingers of one hand in a position where all fingers are touching and level with each other.
14. Place bristles of brush on tops of fingernails of one hand.
15. Brush nails in horizontal motion so that bristles are brushing under nails until clean.
16. Put brush down.
17. Release brush.
18. Grasp knob of water faucet.
19. Turn knob for running water.
20. Place nails under running water to rinse off soap.
21. Turn knob to shut off water.
22. Release knob.
23. Repeat steps for other hand.
24. Place brush down.
25. Release brush.
26. Grasp towel.
27. Dry hands.
28. Place down towel.
29. Release towel.

Linda Hope, August 1976

NON-WASHING BODY CARE

USES CHAPSTICK

PREREQUISITE SKILLS: recognizes chapstick; discriminates twisting gadget from rest of chapstick; manipulates with hands and fingers.

MATERIALS REQUIRED: chapstick

RECOMMENDED INSTRUCTIONAL APPROACH: modeling or shaping

TASK ANALYSIS

1. Grasp chapstick.
2. Pick up chapstick.
3. Grasp cap.
4. Pull cap off.
5. Place cap down.
6. Twist bottom to move chapstick up in container until it protrudes out of container.
7. Put chapstick against lower lip.
8. Move to corner of mouth, pressing hard enough to make chapstick rub off onto lip.
9. Move back to other corner of mouth.
10. Move chapstick to upper lip.
11. Move to one corner of mouth and back to other corner.
12. Twist bottom so chapstick moves back inside container.
13. Pick up cap.
14. Place cap on top of chapstick.
15. Push cap on tightly.
16. Release cap.
17. Put down chapstick.

Sheryl Gwynne
December 1976

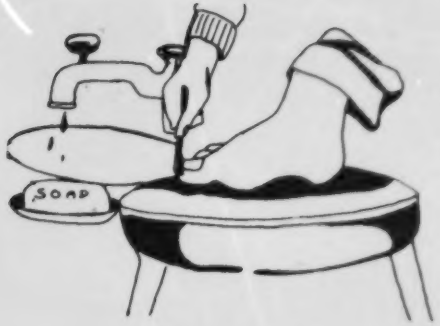
NON-WASHING BODY CARE

CLEANS TOENAILS (WITH BRUSH)

PREREQUISITE SKILLS: recognizes nail brush, sink, soap, towel, chair; discriminates clean from dirty, wet from dry; manipulates with hands and arms

MATERIALS REQUIRED: nail brush, sink, soap, chair, towel

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance



TASK ANALYSIS:

1. Bring chair to sink area.
2. Sit down.
3. Remove shoes and socks.
4. Roll up pants.
5. Grasp water faucet knob.
6. Turn on water.
7. Release knob.
8. Grasp handle (or spine) of nail brush with one hand.
9. Place brush under running water.
10. Remove brush from running water.
11. Grasp knob.
12. Turn off water.
13. Release knob.
14. Grasp soap.
15. Run bristles of brush onto soap lightly.
16. Remove brush from soap.
17. Release soap.
18. Lift one leg.
19. Place foot on chair.
20. Lean forward.
21. Place bristles of brush on toenails of lifted foot.
22. Move brush across nails from side to side until clean.
23. Take brush away from nails.
24. Grasp water faucet knob.
25. Turn on water.
26. Release knob.
27. Place brush under running water.
28. Rinse soap out of brush.
29. Remove brush from running water.
30. Grasp knob.
31. Turn off water.
32. Release knob.
33. Place bristles of brush on toenails of lifted foot.
34. Move brush across nails to rinse off soap.
35. Take brush away from nails.
36. Grasp water faucet knob.
37. Turn on water.
38. Release knob.
39. Place brush under running water.
40. Rinse soap out of brush.
41. Remove brush from running water.
42. Place brush down.
43. Release brush.
44. Grasp knob.
45. Turn off water.
46. Release knob.
47. Grasp towel.
48. Dry toenails.
49. Put down towel.
50. Release towel.
51. Place foot down.
52. Repeat steps 5-51 for other foot.
53. Put on socks and shoes.
54. Roll down pants.

Michelle Shuster
February 1977

NON-WASHING BODY CARE

USES BANDAIDS

PREREQUISITE SKILLS: recognizes bandaid and injury; manipulates with hands

MATERIALS REQUIRED: bandaid

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance

TASK ANALYSIS:

1. Take one bandaid with both hands.
2. Hold one edge of wrapper between thumb and index finger of non-dominant hand.
3. Rip top of package off with thumb and index finger of dominant hand.
4. Place top of package down.
5. Grasp string of package with thumb and index finger of dominant hand.
6. Pull string down side of package.
7. Release string.
8. Take bandaid out.
9. Place package down.
10. Hold bandaid by middle flaps.
11. Peel off back strip of bankaid on one side with thumb and index finger of dominant hand, holding bandaid in other hand.
12. Place back strip down.
13. Place open adhesive side of bandaid adjacent to wound on body, with cotton center over actual wound.
14. Peel off back strip on other side with thumb and index finger of dominant hand, holding bandaid in other hand.
15. Place back strip down.
16. Press other adhesive side onto skin next to wound so that it stays by itself.

Linda Hope
August 1976

USES ASTRINGENT

PREREQUISITE SKILLS: recognizes astringent, cotton balls; discriminates right from left; manipulates with hands and arms

MATERIALS REQUIRED: astringent, cotton balls

RECOMMENDED INSTRUCTIONAL APPROACH: shaping or modeling

TASK ANALYSIS:

1. Get astringent.
2. Get cotton balls.
3. Open bottle of astringent.
4. Hold cotton on open top making sure cotton completely blocks bottle top.
5. Tip bottle so that liquid sufficiently soaks cotton.
6. Replace top on bottle.
7. Wipe cotton on forehead.
8. Wipe cotton on right cheek.
9. Wipe cotton on chin.
10. Wipe cotton on left cheek.
11. Wipe cotton on nose (both sides).
12. Repeat entire operation with clean cotton.

Wendy Fitting
Walter E. Fernald
State School

PREREQUISITE SKILLS: recognizes nail polish; discriminates wet from dry; manipulates with hands and arms; unscrews lids

MATERIALS REQUIRED: nail polish

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and shaping

TASK ANALYSIS:

1. Grasp nail polish bottle around middle with one hand.
2. Grasp top of nail polish with other hand.
3. Unscrew top.
4. Pick up top of nail polish (with brush).
5. Remove excess polish from brush by stroking brush against inside top of bottle.
6. Place bottle down.
7. Place hand that was holding bottle down flat with fingers spread apart.
8. Place brush at bottom of one nail.
9. Stroke up to top of nail allowing nail polish to come off evenly onto nail.
10. Place brush at bottom of nail next to area just polished.
11. Stroke up to top of nail.
12. Repeat above two steps until entire nail is polished.
13. Dip brush back into polish.
14. Lift brush back up.
15. Remove excess polish from brush by stroking brush against inside top of bottle.
16. Repeat steps 8-15 for rest of nails on hand (on last nail of hand, stop after step 12).
17. Place brush back in polish bottle.
18. Release brush.
19. Allow nails to dry.
20. Grasp brush with hand that has polished nails.
21. Pick up brush.
22. Remove excess polish from brush by stroking brush against inside top of bottle.
23. Place hand with unpolished nails down flat.
24. Repeat steps 8-19.
25. Grasp bottle around middle.
26. Grasp top.
27. Screw top back on.

Michelle Shuster
February 1977

NON-WASHING BODY CARE

CLEANING COMB

PREREQUISITE SKILLS: recognizes comb, brush, sink, paper towel; discriminates up from down, clean from dirty; full range of motion in arm; manipulates with hands/fingers

MATERIALS REQUIRED: comb, brush, sink, paper towel

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and shaping

TASK ANALYSIS:

1. Go to sink.
2. Extend arm to water faucet knob.
3. Turn knob for running water.
4. Release knob.
5. Grasp comb with one hand.
6. Grasp brush in other hand.
7. Place comb under running water.
8. Wet whole comb.
9. Stroke top of teeth of comb in downward motion with brush bristles.
10. Repeat until between each tooth of comb is clean.
11. Put brush in appropriate place.
12. Place comb under running water.
13. Rinse off comb.
14. Reach for knob of sink with other hand.
15. Turn off water.
16. Release knob.
17. Grasp paper towel in empty hand.
18. Dry comb.
19. Throw paper towel in (trash basket) appropriate place.
20. Place comb in appropriate place.

Linda Hope
August 1976

TOILET SKILLS

FLUSHES TOILET

PREREQUISITE SKILLS: recognizes toilet and knob for flushing; discriminates up from down; manipulates with hands and arms

MATERIALS REQUIRED: toilet

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance

TAS ANALYSIS:

1. Grasp flusher knob/lever.
2. Push down on knob with fingers.
3. Release knob.
4. Wait until flushing noise stops.
5. Repeat procedure if toilet does not flush completely.

Linda Hope
August 1976

TOILET SKILLS

POST-ELIMINATION HYGIENE

PREREQUISITE SKILLS: recognizes toilet, pants, underpants, tissue paper; manipulates with hands and arms

MATERIALS REQUIRED: toilet, pants, underpants, tissue paper

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Go to bathroom on his/ her own.
2. Pull down pants and underpants.
3. Sit on toilet.
4. Eliminate in toilet.
5. Pull appropriate amount of tissue paper from roll.
6. Tear paper loose from roll.
7. Fold tissue in hand.
8. Bend trunk of body forward, resting chest on thighs.
9. Lift derriere off toilet seat.
10. Place hand holding paper around one leg, between thighs at front of genitals.
11. Wipe self from front to back, past rectum.
12. Inspect paper for signs of remaining feces, then dispose of paper in toilet.
13. Tear paper loose from roll (2nd time).
14. Fold paper in hand.
15. Bend trunk forward resting chest on thighs.
16. Lift buttocks off toilet seat.
17. Wipe self from front to back.
18. Dispose of paper in toilet.
19. Flush toilet.
20. Pull up underpants and pants.

Ina Goodman
staff at the
Walter E. Fernald
State School

TOILET SKILLS

TOILET TRAINING

PREREQUISITE SKILLS: recognizes toilet, sink, toilet paper, pants; manipulates with hands and arms

MATERIALS REQUIRED: toilet, sink, toilet paper

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Enter bathroom.
2. Shut the door.
3. Go to the toilet.
4. Pull down pants.
5. Sit on toilet.
6. Eliminate in toilet.
7. Grasp paper.
8. Tear off paper.
9. Clean self.
10. Discard paper.
11. Stand up.
12. Pull up pants.
13. Grasp handle.
14. Flush toilet.
15. Go to sink.
16. Wash hands.
17. Leave bathroom.

staff at the
Walter E Fernald
State School

INSTRUCTIONAL SEQUENCES

247

HOUSEKEEPING

248

MOPPING THE FLOOR

PREREQUISITE SKILLS: recognizes mop, squeezer, detergent, bucket, sink, floor, towel; discriminates clean from dirty, wet from dry, when bucket is half full; manipulates with hands and arms

MATERIALS REQUIRED: mop, squeezer, detergent, bucket, sink, floor, towel

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Remove tables and chairs.
2. Get bucket.
3. Get detergent.
4. Open detergent.
5. Pour ¼ cup into bucket.
6. Close detergent.
7. Replace detergent.
8. Turn on hot water.
9. Fill bucket ½ full.
10. Turn off water.
11. Put bucket on floor.
12. Pick up squeezer.
13. Put squeezer on bucket.
14. Pick up mop.
15. Put mop in bucket.
16. Raise mop.
17. Lower mop into bucket.
18. Raise mop.
19. Put mop in squeezer.
20. Grasp squeezer with one hand.
21. Pull squeezer shut.
22. Open squeezer.
23. Raise mop.
24. Carry mop to far wall near corner.
25. Put mop on floor in front of her/him.
26. Hold handle beside hip.
27. Push mop along wall to corner.
28. Pull mop back over same path.
29. Move to right (left).
30. Push mop in adjacent path.
31. Pull mop back over same path to the wall.
32. Continue mopping across area.
33. Carry mop to bucket.
34. Dip mop in bucket twice.
35. Put mop in squeezer.
36. Pull squeezer shut.
37. Open squeezer.
38. Raise mop.
39. Carry mop to far wall adjacent to previously mopped area.
40. Do steps 25-38 until the entire floor is mopped.
41. Put mop away.
42. Remove squeezer from bucket.
43. Empty bucket.
44. Rinse bucket.
45. Put bucket away.
46. Rinse sink.
47. Rinse hands.
48. Pick up towel.
49. Dry hands.
50. Put down towel.

staff at Walter E. Fernald State School

GENERAL HOME CLEANING SKILLS

WET MOPS FLOORS

PREREQUISITE SKILLS: recognizes mop, bucket, soap, sink, floor to be washed; discriminates warm from hot or cold; manipulates with hands and arms; measures with measuring cup

MATERIALS REQUIRED: mop, bucket, soap (liquid or powder), sink, floor to be washed, measuring cup

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling and fading of assistance

TASK ANALYSIS:

1. Get out work materials.
2. Grasp detergent.
3. Pick up detergent.
4. Measures one half cup of detergent into measuring cup.
5. Put down detergent.
6. Grasp measuring cup.
7. Pick up measuring cup.
8. Pour detergent into the bucket.
9. Put down measuring cup.
10. Grasp bucket.
11. Pick up bucket.
12. Place under water faucet.
13. Grasp water faucet knobs.
14. Turn on water.
15. Adjust to warm temperature.
16. Fill bucket about half full.
17. Grasp knobs.
18. Turn off water.
19. Move all objects out of the area to be washed (rugs, chairs, wastebaskets).
20. Grasp bucket.
21. Pick up bucket.
22. Put down near area to be washed.
23. Grasp mop.
24. Pick up mop.
25. Dip mop into bucket of water.
26. Squeeze or wring out excess water from the mop.
27. Place mop on floor.
28. Begin to wash floor using push-pull or side-to-side strokes.
29. Continue to wash floor in the same manner until entire area is wet and clean.
30. Grasp bucket.
31. Pick up bucket.
32. Dump out water in sink.
33. Grasp water faucet knobs.
34. Turn on water.
35. Rinse out bucket.
36. Rinse out mop.
37. Grasp knobs.
38. Turn off water.
39. Put away materials.

(Remember to explain to the student that he must wash the floor in such a way as to allow himself room to move off the floor, without walking across the cleaned areas. In other words, explain to the student that he should not back himself into a corner, so he cannot get out. He should end up by going near a doorway so he can easily get away from that area).

Holly Casper
April 1976

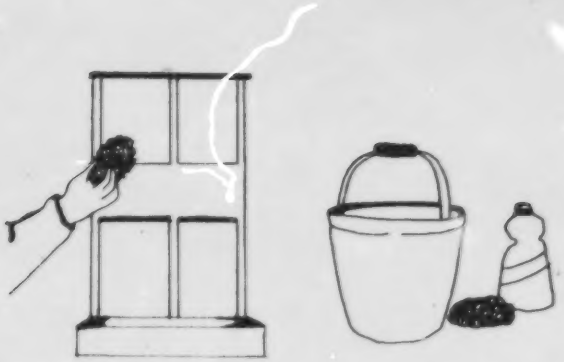
GENERAL HOME CLEANING SKILLS

CLEANS WINDOWS

PREREQUISITE SKILLS: recognizes pail, sponge, cleaner, window and panes; discriminates left from right, up from down, wet from dry, clean from dirty, half from a whole; manipulates with hands and arms

MATERIALS REQUIRED: pail, sponge, paned window, cleaner, sink (or tub)

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining, modeling and fading of assistance



TASK ANALYSIS:

1. Grasp cleaner.
2. Reach for top of cleaner.
3. Grasp top of cleaner.
4. Screw top to left to open.
5. Put top down in appropriate place.
6. Tilt cleaner downwards.
7. Pour appropriate (small) amount of cleaner into pail bottom.
8. Tilt cleaner upwards.
9. Grasp top.
10. Put top on bottle.
11. Screw to right to close.
12. Put cleaner back in appropriate place.
13. Grasp handle of pail.
14. Carry pail to sink or tub.
15. Place pail under faucet of sink.
16. Release handle of pail.
17. Grasp knob.
18. Turn knob to left for running water.
19. Fill pail half full.
20. Turn knob to right to stop water.
21. Grasp handle of pail.
22. Pick up pail and sponge.
23. Place pail near window.
24. Grasp sponge with hand.
25. Place (dip) sponge into water until wet.
26. Lift sponge from solution.
27. Squeeze out sponge (but not dry).
28. Press sponge onto pane of window.
29. Scrub in a left-right direction for each pane.
30. Take sponge away from window.
31. Grasp handle of pail.
32. Carry pail to sink or tub.
33. Pour out contents of pail.
34. Place pail under faucet.
35. Grasp knob.
36. Turn to left for running water.
37. Fill pail half full.
38. Turn knob to right to stop water.
39. Grasp handle of pail.
40. Pick up pail.
41. Bring to window.
42. Place down near window.
43. Dip sponge in pail.
44. Lift sponge from water.
45. Squeeze sponge until excess water is out.
46. Rinse each pane with sponge in a left-right direction until all solution is off glass.
47. Take sponge away from window.
48. Grasp handle of pail.
49. Carry pail to sink or tub.
50. Pour out contents of pail.
51. Place pail under faucet.
52. Grasp knob.
53. Turn knob to left for running water.
54. Rinse out pail.
55. Grasp handle of pail.
56. Place pail down.
57. Place sponge under running water.
58. Rinse out sponge.
59. Turn knob to right to stop water.
60. Squeeze sponge until excess water is out.
61. Place sponge down.

Linda Hope
August 1976

GENERAL HOME CLEANING SKILLS

CLEANS MIRRORS

PREREQUISITE SKILLS: recognizes mirror, cloth, cleaner; discriminates left from right, up from down from across, top from bottom, dirty from clean, manipulates with hands and arms

MATERIALS REQUIRED: mirror, spray cleaner, cloth

RECOMMENDED INSTRUCTIONAL APPROACH: shaping and modeling

TASK ANALYSIS:

1. Grasp cloth in one hand.
2. Grasp spray cleaner with other hand.
3. Place index finger on nozzle.
4. Hold cloth near nozzle of bottle.
5. Push nozzle down to spray cloth until damp.
6. Release index finger from nozzle.
7. Place bottle down.
8. Stand facing mirror with cloth in hand.
9. Reach to top left of mirror with wet cloth.
10. Polish (rub) mirror across and down to each corner.
11. Polish (rub) middle of mirror.
12. Polish whole mirror so that it sparkles clearly with no spots remaining.
13. Put cloth down.

Linda Hope
August 1976

GENERAL HOME CLEANING SKILLS

CLEANS TUB

PREREQUISITE SKILLS: recognizes tub, cleaner, sponge; discriminates left from right, up from down, dirty from clean, dry from wet; manipulates with hands and arms

MATERIALS REQUIRED: tub, powder cleanser, sponge

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with fading of assistance

TASK ANALYSIS:

1. Grasp water faucet knob of tub.
2. Turn knob to right for running water.
3. Grasp sponge.
4. Hold sponge under running water until wet.
5. Pull sponge out from running water.
6. Squeeze sponge out.
7. Grasp water faucet knob.
8. Turn knob to left to turn off water.
9. Hold sponge in palm of non-dominant hand palm-side-up.
10. Grasp cleanser around middle of can with dominant hand.
11. Tip cleanser above sponge so that an appropriate amount of cleanser covers surface of sponge.
12. Put cleanser back in appropriate place.
13. Scrub tub with soapy sponge in left-right and up and down directions until clean.
14. Grasp knob.
15. Turn knob to left for running water.
16. Place sponge under running water.
17. Rinse until no soap is in sponge.
18. Rinse tub with sponge until no soap is on tub.
19. Place sponge under running water.
20. Rinse until no soap is in sponge.
21. Put sponge down.
22. Grasp water faucet knob.
23. Turn knob to right to shut off water.

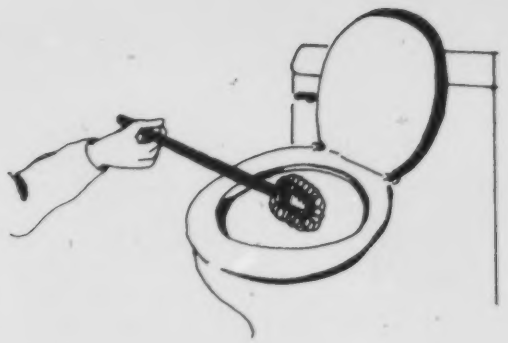
Linda Hope and
Amanda J. Chalmers
August 1976

CLEANS TOILET

PREREQUISITE SKILLS: recognizes long brush, toilet, cleaner, cloth; discriminates left from right, clean from dirty, upwards from downwards from circular; manipulates with hands and arms

MATERIALS REQUIRED: working toilet, long brush, cleaner, cloth

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining



TASK ANALYSIS:

1. Grasp lid of toilet seat.
2. Lift lid.
3. Grasp toilet seat.
4. Lift toilet seat.
5. Grasp cleaner with one hand around middle.
6. Grasp top with other hand.
7. Unscrew top to left direction.
8. Lift top off.
9. Place top down.
10. Tilt bottle downward over toilet.
11. Pour small amount of cleaner into toilet.
12. Tilt bottle upward.
13. Grasp top.
14. Place top back on cleaner.
15. Screw top to right until tight.
16. Put cleaner back in appropriate place.
17. Grasp flusher of toilet.
18. Push flusher downward until flushing sound is heard.
19. Grasp long brush.
20. Place bristles of brush into toilet solution.
21. Scrub in circular motion while toilet is flushing until dirt is off.
22. Let flusher back up again.
23. Take brush out of toilet.
24. Place brush down.
25. Push flusher downward.
26. Let flusher back up again.
27. Grasp cleaner around middle.
28. Grasp top of cleaner.
29. Unscrew top to left.
30. Lift top off.
31. Place top down.
32. Grasp cloth in other hand.
33. Put cleaner on to cloth.
34. Grasp top.
35. Place top back on cleaner.
36. Screw top to right until tight.
37. Put cleaner back in place.
38. Wipe around rim of bowl and underside of seat.
39. Rinse cloth.
40. Squeeze cloth.
41. Apply more cleaner to cloth.
42. Put toilet seat down.
43. Wipe top of seat and underside of lid.
44. Put lid down.
45. Wipe lid.
46. Raise lid.
47. Raise seat.
48. Rinse cloth.
49. Squeeze cloth.
50. Rinse rim of bowl.
51. Rinse underside of seat.
52. Put down seat.
53. Rinse seat and underside of lid.
54. Put lid down.
55. Rinse top of lid.
56. Raise lid.
57. Raise seat.
58. Allow toilet surfaces to dry.
59. Replace cloth.

Linda Hope and
Amanda J. Chalmers
August 1976

GENERAL HOME CLEANING SKILLS

CLEANS SINK

PREREQUISITE SKILLS: recognizes sink and parts, cloth (or sponge), cleaner; discriminates dirty from clean, upwards from downward, left from right, circular from straight; manipulates with hands and arms

MATERIALS REQUIRED: sink with water, sponge, cleaner

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining

TASK ANALYSIS:

1. Go to sink.
2. Grasp knob.
3. Turn knob to left from running water.
4. Wet bowl of sink with water.
5. Turn knob to right to shut off water.
6. Reach for cleaner.
7. Grasp cleaner.
8. Grasp sponge.
9. Pick cleaner up.
10. Tilt downward onto cloth.
11. Sprinkle powder on middle of sponge until wet.
12. Tilt cleaner upward.
13. Put cleaner back in appropriate place.
14. Reach to sink bowl with sponge.
15. Scrub bowl and top and sides in circular motion until film develops.
16. Grasp knob.
17. Turn knob to left for running water.
18. Wipe off grime of bowl with water and sponge until clean.
19. Reach for faucet knob.
20. Grasp knob.
21. Turn water off (to right).
22. Release knob.
23. Squeeze out sponge with both hands.
24. Put sponge back in appropriate place.

Linda Hope
August 1976

GENERAL HOME CLEANING SKILLS

WASHING CART

PREREQUISITE SKILLS: recognizes cart, sponge, pan, towel; discriminates clean from dirty; manipulates with hands and arms

MATERIALS REQUIRED: cart, sponge, pan with soapy water

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Go to counter.
2. Roll up sleeves.
3. Pick up sponge from pan.
4. Squeeze sponge over pan.
5. Hold sponge.
6. Lay sponge flat on 1st shelf.
7. Wash up the cart.
8. Wash down the cart.
9. Scrub sticky food.
10. Remove excess soap and water.
11. Put sponge in water.
12. Rinse sponge.
13. Squeeze sponge over pan.
14. Place sponge on 2nd shelf.
15. Bend to wash 2nd shelf.
16. Wash 2nd shelf.
17. Rinse sponge.
18. Squeeze sponge over pan.
19. Bend to wash 3rd shelf.
20. Wash 3rd shelf.
21. Put sponge in pan.
22. Rinse sponge.
23. Squeeze sponge.
24. Wash sides of cart.
25. Wash handle of cart.
26. Replace sponge to pan.
27. Roll down sleeves.
28. Pick up towel.
29. Dry hands.
30. Replace towel.

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GENERAL HOME CLEANING SKILLS

CHAIR WASHING

PREREQUISITE SKILLS: recognizes sponge, sink, bowl (or basin), chair, trash, soap, towel; discriminates clean from dirty, soapy from non-soapy; manipulates with hands and arms

MATERIALS REQUIRED: sponge, sink, bowl (or basin), chair, trash, soap, towel

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Roll up sleeves.
2. Get sponge.
3. Turn on water.
4. Dampen sponge.
5. Turn off water.
6. Squeeze excess water from sponge.
7. Get bowl/basin.
8. Go to chairs.
9. Wipe loose food from chairs into pot.
10. Wipe all loose food from chairs.
11. Empty crumbs from pot into trash.
12. Take sponge and pot to sink.
13. Turn on water.
14. Rinse sponge.
15. Squeeze sponge.
16. Rinse pot.
17. Fill pot with correct amount of water.
18. Turn off water.
19. Get soap.
20. Remove top from soap.
21. Add correct amount of soap to water.
22. Put top on soap.
23. Replace soap.
24. Bring sponge and pot into dining area.
25. Set pot on side table.
26. Rinse sponge in soapy water.
27. Squeeze sponge.
28. Wash chair back.
29. Wash chair seat.
30. Wash edges of chair.
31. Remove all food from chair.
32. Remove all excess water from chair.
33. Rinse sponge in pot.
34. Squeeze out sponge.
35. Go to next chair.
36. Repeat procedure for next chair.
37. Put sponge and pot away.
38. Empty water from pot into sink.
39. Turn on water.
40. Rinse pot.
41. Rinse sponge.
42. Squeeze sponge.
43. Put sponge away.
44. Put pot away.
45. Rinse sink.
46. Rinse hands.
47. Turn off water.
48. Get towel.
49. Dry hands.
50. Put towel down.
51. Roll down sleeves.

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GENERAL HOME CLEANING SKILLS

DUST FLAT SURFACE

PREREQUISITE SKILLS: hold dust cloth in hand; make a back and forth motion with arm and hand over flat surface; discriminates between clean and dusty surface

MATERIALS REQUIRED: dust cloth, flat surface

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Pick up dust cloth in dominant hand.
2. Hold cloth so that it is in the palm of hand with fingers loosely holding the outside of cloth.
3. While holding cloth, place it lightly on a flat surface needing to be dusted.
4. Move arm and hand in a back and forth motion so that the cloth is touching the top of the surface.
5. This is to be done until the entire surface has been wiped.

Carolina Ruccolo
December 1976

GENERAL HOME CLEANING SKILLS

SWEEPS FLOORS

PREREQUISITE SKILLS: mobility of arms for sweeping motion; grasping of broom

MATERIALS REQUIRED: broom

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp broom with two hands.
2. Move broom about on the floor.
3. Hold broom straight ahead at arms length and pull towards feet.
4. Hold broom to the left at arms length and pull towards feet.
5. Hold broom to the right at arms length and pull towards feet.
6. Take step backward, hold broom at arms length and pull towards feet.
7. Sweep until a small area of the floor is appropriately clean.
8. Sweep until a large area of the floor is appropriately clean.
9. Sweep until the floor is appropriately clean.

Joan Crooker
August 1976

GENERAL HOME CLEANING SKILLS

PUSHBROOM SWEEPING

PREREQUISITE SKILLS: recognizes pushbroom, floor, handbroom, dust pan, trash can, storage area; discriminates clean from dirty; manipulates with hands and arms

MATERIALS REQUIRED: pushbroom, floor divided into sections the width of the pushbroom (about 3 feet), handbroom, dust pan, trash can storage area

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Get pushbroom from storage area.
2. Carry broom off of ground to the corner of section 1.
3. Lower broom to floor with one end touching wall.
4. Grasp broom with both palms with fingers around handle.
5. Pull broom along floor while stepping backward so dirt is swept outward from wall.
6. Leave dirt at opposite corner of section 1.
7. Carry broom to adjacent section.
8. Repeat steps 3-7 for all remaining sections.
9. Return to section 1 when all other sections are swept.
10. From one corner along wall to other corner sweep (pull broom) piles of dirt into a consolidated pile.
11. Return carrying broom to storage place.
12. Get handbroom and dust pan.
13. Carry both to dust pile, dust pan in one hand and handbroom in other.
14. Stoop down.
15. Hold dust pan at angle to floor with edge of pan against floor.
16. Sweep dirt into dust pan with handbroom.
17. Stand up, leveling pan.
18. Carry pan and broom to trash can.
19. Tilt pan over trash can and sweep contents into can.
20. Return pan and broom to storage area.

Cynthia Schwell
March 1977

GENERAL HOME CLEANING SKILLS

VACUUMS FLOORS/RUGS

PREREQUISITE SKILLS: recognizes upright vacuum cleaner and its parts (cord, lever to lower handle, on-off switch); manipulates fingers (plugs cord into socket, moves vacuum forward and backward, presses on-off switch), manipulates feet (push handle, release lever).

MATERIALS REQUIRED: upright vacuum cleaner, electrical outlet, floor or rug

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Unwraps cord from vacuum cleaner.
2. Plug cord into electrical outlet.
3. Turn switch to on position.
4. Release handle lever with foot.
5. Begin to push vacuum forward while walking behind it.
6. Move vacuum in forward and backward motion.
7. Cover the entire floor with vacuum cleaner.
8. Turn switch to off position.
9. Unplug cord from electrical outlet.
10. Rewrap cord around vacuum cleaner.

Pauline Glazier
December 1976

GENERAL HOME CLEANING SKILLS

VACUUMING

PREREQUISITE SKILLS: recognizes vacuum, tubes, cord, on/off switch, socket, floor; discriminates clean from dirty, when large objects should be moved to get under; manipulates with hands and arms

MATERIALS REQUIRED: vacuum, tubes, cord, socket, floor

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Go to vacuum.
2. Bring vacuum to designated area.
3. Bring tubes to designated area.
4. Connect tubes to vacuum.
5. Make sure the switch is off.
6. Unwind vacuum cord.
7. Plug cord into nearby socket.
8. Check if floor is clear of large objects (clear if necessary).
9. Move chairs, etc. out of area.
10. Turn vacuum on.
11. Vacuum area with back and forth motion, pulling vacuum along whole floor and pushing it under furniture when possible.
12. Turn vacuum off when floor is thoroughly cleaned.
13. Disconnect cord from socket.
14. Roll cord up onto vacuum.
15. Disconnect tubes from vacuum.
16. Place tubes in appropriate place.
17. Place vacuum in appropriate place.
18. Move chairs, etc. back into area.

staff at Walter E. Fernald State Sch.

GENERAL HOME CLEANING SKILLS

WASHES TABLES

PREREQUISITE SKILLS: discriminates between clean and dirty; wet and dry; manipulates fingers to squeeze; release and pick up objects; move arm and hand in a back and forth motion

MATERIALS REQUIRED: table, sponge, soap, water

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Go to sink.
2. Pick up sponge in one hand.
3. Turn on water with free hand.
4. Place sponge under water until dampened.
5. Remove sponge from water.
6. Turn off water with free hand.
7. With free hand, grasp container with cleanser in it (by its sides) and pour it over the sponge.
8. Place container on the counter so that it is standing in an upright position.
9. With sponge in hand go over to table.
10. With sponge still in hand, place it on table.
11. With arm and hand begin back and forth motion until entire table has been washed.
12. With sponge in hand, go back to sink.
13. Turn on water with free hand.
14. Place sponge under water.
15. Squeeze sponge and release, over and over again until soap is gone.
16. Turn off water.
17. With clean damp sponge in hand, go over to table and begin back and forth motion again until table is clean.
18. Bring sponge to sink.
19. Turn on water.
20. Rinse sponge.
21. Squeeze sponge.
22. Replace sponge.

Carolina Ruccolo
December 1976

GENERAL HOME CLEANING SKILLS

TABLE WASHING

PREREQUISITE SKILLS: recognizes sponge, sink, pot (or bowl), table, trash, soap, towel; discriminates clean from dirty, soapy from non-soapy; manipulates with hands and arms

MATERIALS REQUIRED: sponge, sink, pot (or bowl), table, trash can, soap, towel

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Roll up sleeves.
2. Get sponge.
3. Turn on water.
4. Dampen sponge.
5. Turn off water.
6. Squeeze water from sponge.
7. Get pot/bowl.
8. Go to table.
9. Pull tables apart.
10. Wipe crumbs from table into pot using sponge.
11. Wipe all loose food from tables.
12. Empty crumbs from pot into trash.
13. Go to sink with sponge and pot.
14. Turn on water.
15. Rinse sponge.
16. Squeeze out sponge.
17. Rinse pot.
18. Fill pot with correct amount of water.
19. Turn off water.
20. Get soap.
21. Remove top from soap.
22. Add correct amount of soap.
23. Put top on soap.
24. Release soap.
25. Bring pot and soap into dining area.
26. Rinse sponge in soapy water.
27. Squeeze out sponge.
28. Scrub with sponge to remove stains and sticky food.
29. Rinse out sponge.
30. Squeeze out sponge.
31. Wash table tops
32. Remove all soap from table surface.
33. Remove all water from table surface.
34. Remove all food and stains.
35. Rinse sponge.
36. Squeeze sponge.
37. Wash edges of table.
38. Take sponge and pot into storage area.
39. Empty pot (water) into sink.
40. Turn on water.
41. Rinse pot.
42. Put pot away.
43. Rinse sink.
44. Rinse sponge.
45. Squeeze sponge.
46. Hang up sponge
47. Rinse hands.
48. Turn off water.
49. Get towel.
50. Dry hands.
51. Put down towel.
52. Roll down sleeves.

staff at
Walter E. Fernald
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GENERAL HOME CLEANING SKILLS

WASHES COUNTER

PREREQUISITE SKILLS: recognizes sponge, counter, sink, garbage can; discriminates hot from cold from warm; manipulates with hands and arms; walks or gets around between counter and sink

MATERIALS REQUIRED: counter, sponge, sink, garbage can

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp sponge with one hand.
2. Pick up sponge.
3. Bring to sink.
4. Grasp water faucet knobs.
5. Turn on water to warm temperature.
6. Put sponge under running water.
7. Take sponge out from under water.
8. Squeeze excess water into sink.
9. Grasp knobs.
10. Turn off water.
11. Go to counter.
12. Brush crumbs off counter with sponge into other hand.
13. Go to garbage can.
14. Throw crumbs away in garbage can.
15. Go to sink.
16. Grasp water faucet knobs.
17. Turn on water to warm temperature.
18. Put sponge under running water.
19. Take sponge out from under water.
20. Squeeze out excess water into sink.
21. Grasp knobs.
22. Turn off water.
23. Go to counter.
24. Wipe entire counter with sponge.
25. Scrub any stains or food deposits.
26. Go to sink.
27. Grasp water faucet knobs.
28. Turn on water to warm temperature.
29. Put sponge under running water.
30. Rinse sponge out.
31. Take sponge out from under water.
32. Squeeze out water into sink.
33. Grasp knobs.
34. Turn off water.
35. Put sponge away.

Michelle Shuster
August 1976

GENERAL HOME CLEANING SKILLS

PREPARING AND REPLACING WASHING PAN

PREREQUISITE SKILLS: recognizes cabinet, pan, sponge, washing liquid, table, sink, towel; discriminates when pan is half full, clean from dirty; manipulates with hands and arms

MATERIALS REQUIRED: cabinet, pan, sponge, washing liquid, table, sink, towel

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Go to cabinet.
2. Open cabinet.
3. Take out sponge.
4. Take out washing liquid.
5. Place on nearby table.
6. Open liquid.
7. Squirt appropriate amount of liquid into pan.
8. Replace liquid in cabinet.
9. Carry pan to sink.
10. Place pan in sink.
11. Turn on water.
12. Fill pan half full of water.
13. Turn off water.
14. Pick up pan.
15. Carry pan without spills to table.
16. Place in middle of table.
17. Wash table.
18. Pick up pan.
19. Carry pan to sink without spills.
20. Empty pan of water into sink.
21. Rinse out pan.
22. Pick up dish towel.
23. Dry pan.
24. Carry pan to cabinet.
25. Put pan in cabinet.
26. Close cabinet door.
27. Pick up towel.
28. Dry hands.
29. Replace towel.

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INTERMEDIATE AND ADVANCED CLOTHING CARE

COLLECTING SOILED LAUNDRY AND OPERATING WASHING MACHINE

PREREQUISITE SKILLS: recognizes laundry baskets, soiled clothes, washer, laundry detergent; discriminates soiled from unsoiled, whites and lights from colors; manipulates with hands and arms

MATERIALS REQUIRED: laundry baskets, soiled clothes, washer, laundry detergent

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Get two round laundry baskets.
2. Collect all soiled clothes.
3. Place clothes in baskets.
4. Take baskets of clothes to washing room.
5. Empty baskets of clothes on the floor.
6. Sort clothes, according to whites and colors, placing all white (light) clothes in one round basket and all colors in the other.
7. Fill baskets to the top (each basket of clothes constitutes one load of wash).
8. Take one basket to washer.
9. Place basket on floor in front of machine.
10. Open lid of washer.
11. Dump clothes into washer.
12. Arrange clothes evenly around agitator making sure not to cover agitator.
13. Measure out laundry soap (1 cup).
14. Pour soap evenly over clothes in washer.
15. Close lid of washer.
16. Adjust setting to "normal/fast" or appropriate setting.
17. Set dial.
18. Pull out dial.
19. Take clothes out when washer stops.
20. Hang clothes to dry or place in dryer.

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INTERMEDIATE AND ADVANCED CLOTHING CARE

SORTS CLOTHES BY COLOR BEFORE WASHING

PREREQUISITE SKILLS: recognizes clothes to be washed; discriminates dark colors from light colors; manipulates with hands and arms

MATERIALS REQUIRED: clothes to be washed

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and shaping

TASK ANALYSIS:

1. Grasp one piece of clothing at a time.
2. Pick up article of clothing.
3. If dark colored clothing, place in one pile.
4. If light colored clothing, place in another pile.
5. If white, place in a third pile if bleach is going to be used (place with lights, if no bleach is to be used).
6. Release article of clothing.
7. Repeat until all clothes have been sorted.

Michelle Shuster
August 1976

INTERMEDIATE AND ADVANCED CLOTHING CARE

FOLDING DIAPERS OR TOWELS

PREREQUISITE SKILLS: recognizes towel/diaper, table, shelf; discriminates smooth from wrinkled, lengthwise from crosswise, when edges meet (folded in half); manipulates with hands and arms

MATERIALS REQUIRED: towel/diaper, table shelf

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Fold diaper/towel in half lengthwise.
2. Pick up diaper/towel by two corners (4 ends) and shake to remove wrinkles.
3. Place on table and smooth out with hand.
4. Fold in half lengthwise (2nd time).
5. Smooth out with hands.
6. Fold in half lengthwise (3rd time).
7. Place on table and smooth out with hands.
8. Fold in half.
9. Smooth out with hands.
10. Place on shelf.

Amanda Chalmers
Walter E. Fernald
State School

FOLDING: SHIRT AND PANTS

PREREQUISITE SKILLS: recognizes shirt, pants, table; discriminates flat from wrinkled, when edges meet (folded in half); manipulates with hands and arms

MATERIALS REQUIRED: shirt, pants, table

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

SHIRT

1. Pick up shirt by shoulders.
2. Lay shirt flat on table.
3. Smooth out shirt.
4. Fold shirt in half, shoulder to shoulder.
5. Put sleeves together.
6. Smooth out shirt.
7. Pick up sleeves.
8. Fold sleeves over shirt.
9. Smooth out.
10. Fold shirt in half with sleeves in center.
11. Smooth out shirt.

PANTS

12. Lay pants flat on table.
13. Smooth out pants.
14. Pick up one side (leg).
15. Fold one leg on top of other leg.
16. Smooth out.
17. Pick up pants (grasp) at waist.
18. Fold in half, down to bottom.
19. Smooth out.

Jacque Dunaway
Walter E. Fernald State School

DAMPENS CLOTHES FOR IRONING

PREREQUISITE SKILLS: recognizes clothes, sink, sprayer; manipulates with hands; full range of motion in arms

MATERIALS REQUIRED: clothes, sink, sprayer

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Go to sink.
2. Grasp water faucet knob.
3. Turn on water.
4. Release knob.
5. Pick up sprayer.
6. Open sprayer.
7. Put sprayer under water.
8. Fill sprayer.
9. Remove from under water.
10. Close sprayer.
11. Place sprayer down.
12. Release sprayer.
13. Grasp water faucet knob.
14. Turn off water.
15. Release knob.
16. Pick up clothes one at a time.
17. Spread out flat on ironing board or other flat surface.
18. Release article of clothing.
19. Pick up sprayer.
20. Point sprayer hole toward clothes.
21. Press down on top of sprayer (or pump trigger of sprayer) so that a fine mist covers clothes.
22. Move sprayer all over clothing.
23. Put down sprayer.
24. Release sprayer.
25. (Iron clothes).

Michelle Shuster
August 1976

INTERMEDIATE AND ADVANCED CLOTHING CARE

USES LAUNDROMAT WASHING MACHINE

PREREQUISITE SKILLS: recognizes washer, money, clothes, detergent, temperature switch, money slots; manipulates with hands and arms; measures; knows coin values

MATERIALS REQUIRED: washer, money, clothes, detergent

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp washer door.
2. Open up washer.
3. Release door.
4. Grasp clothes.
5. Pick up clothes.
6. Place in washer evenly around agitator.
7. Release clothes.
8. Grasp detergent.
9. Pick up detergent.
10. Open detergent.
11. Grasp measuring cup.
12. Measure out appropriate amount of detergent into measuring cup.
13. Put down detergent.
14. Release detergent.
15. Pick up measuring cup.
16. Pour detergent in washer evenly over clothes.
17. Put down measuring cup.
18. Release measuring cup.
19. Grasp washer door.
20. Close washer.
21. Release door.
22. Grasp selector switch (water temperature).
23. Push or turn switch to proper temperature.
24. Release switch.
25. Grasp coins.
26. Select proper coins.
27. Place each coin in proper money slot.
28. Release money.
29. Grasp money slot lever.
30. Push in lever.
31. Release lever.
32. Grasp washer door when machine has stopped.
33. Open washer door.
34. Release door.
35. Grasp clothes.
36. Remove clothes.
37. Place in appropriate place.
38. Release clothes.

Michelle Shuster
August 1976

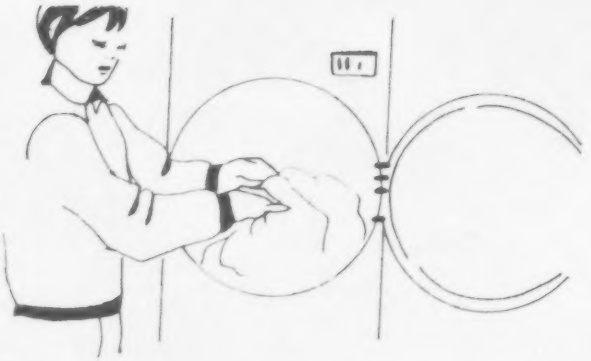
INTERMEDIATE AND ADVANCED CLOTHING CARE

USES LAUNDROMAT DRYER

PREREQUISITE SKILLS: recognizes wet clothes, coin money, dryer, money slot, heat regulating knob (type of clothing knob), start button; discriminates wet from dry; manipulates with hands and arms; money skills

MATERIALS REQUIRED: wet clothes, money, dryer

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping



TASK ANALYSIS:

1. Grasp dryer handle of door.
2. Open up door.
3. Release door.
4. Grasp clothes.
5. Pick up clothes.
6. Place in dryer.
7. Release clothes.
8. Grasp dryer door.
9. Close door.
10. Release door.
11. Grasp heat regulating knob (type of clothing knob).
12. Select proper heat.
13. Put lever (or turn knob) to proper selection.
14. Release lever.
15. Grasp money.
16. Select proper coins.
17. Place coins one by one in slot.
18. Release coins.
19. Grasp knob or lever that holds coins.
20. Turn knob after each coin (if there is money knob) or push in lever.
21. Release knob or lever.
22. Grasp start button (if there is one).
23. Push start button.
24. Release start button.
25. Grasp dryer door when dryer has stopped.
26. Open door.
27. Touch clothes to see if they are dry.
28. Close door if clothes are not dry.
29. Release door.
30. Run dryer again.
31. Remove clothes if they are dry.
32. Fold clothes or place down in appropriate place.
33. Release clothes.
34. Grasp dryer door.
35. Close door.
36. Release door.

Michelle Shuster
August 1976

INTERMEDIATE AND ADVANCED CLOTHING CARE

USES HOMEDRYER

PREREQUISITE SKILLS: recognizes wet clothes, dryer, heat regulating knob (type of clothing knob), timer knob; start button; discriminates wet from dry; manipulates with hands and arms

MATERIALS REQUIRED: wet clothes, dryer

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp door handle of dryer.
2. Open door.
3. Release door.
4. Pick up clothes.
5. Place in dryer.
6. Release clothes.
7. Grasp door to dryer.
8. Close door.
9. Release door.
10. Grasp heat regulating knob (type of clothing knob).
11. Select proper heat.
12. Push lever (or turn knob) to proper selection.
13. Release knob.
14. Grasp timer knob.
15. Set to desired time.
16. Release knob.
17. Push start button.
18. Hold down for 10 seconds.
19. Release button.
20. Grasp dryer door when dryer has stopped.
21. Open door.
22. Release door.
23. Touch clothes to see if they are dry.
24. Close doors if clothes are not dry.
25. Release door.
26. Run dryer again.
27. Remove clothes when they are dry.
28. Fold clothes or place down in appropriate place.
29. Release clothes.
30. Grasp dryer door.
31. Close door.
32. Release door.

INTERMEDIATE AND ADVANCED CLOTHING CARE

IRONS FLAT CLOTHING

PREREQUISITE SKILLS: recognizes iron, flat clothing, ironing board; discriminates front from back, inside from outside; manipulates with fingers (picks up, adjusts, releases, smoothes)

MATERIALS REQUIRED: iron, ironing board, flat article of clothing

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Select flat article of clothing to be ironed.
2. Set up ironing board.
3. Unwrap cord from iron.
4. Plug iron cord into electrical outlet.
5. Adjust iron to correct setting for material.
6. Wait for iron to heat.
7. Place flat article of clothing on the ironing board.
8. Pick up iron in one hand.
9. Place iron gently on clothing.
10. Must constantly move iron over clothing.
11. Cover the entire article of clothing with iron.
12. Check to see if any wrinkles remain.
13. Set iron back on its stand.
14. Turn iron switch to off position.
15. Unplug cord from electrical outlet.
16. Fold article of clothing and correctly store it.
17. Let iron completely cool.
18. Rewrap cord and store iron.
19. Fold ironing board and store it.

Pauline Glazier
December 1976

IRONS FLAT CLOTHES

PREREQUISITE SKILLS: recognizes flat clothes, ironing board, iron, sink, sprayer, cloth setting lever; knowledge of safety; manipulates with hands; full range of motion in arm

MATERIALS REQUIRED: flat clothes, ironing board, iron, sink, sprayer

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance

TASK ANALYSIS:

1. Grasp ironing board with both hands.
2. Set up ironing board.
3. Release ironing board.
4. Grasp iron cord.
5. Plug in iron.
6. Release cord.
7. Grasp iron.
8. Place iron on ironing board standing up.
9. Push cloth setting lever to proper setting.
10. Release iron.
11. Place flat clothing on ironing board.
12. Release clothing.
13. Pick up sprayer.
14. Grasp water faucet knob.
15. Turn on water.
16. Fill sprayer.
17. Turn off water.
18. Release knob.
19. Dampen clothing.
20. Put down sprayer.
21. Release sprayer.
22. Pick up iron.
23. Place down on clothing at one end.
24. Hold other end of clothing.
25. Move iron along clothing to other end avoiding wrinkles.
26. Lift up iron.
27. Re-iron areas that still have wrinkles pushing the cloth smooth with one hand.
28. Lift up iron.
29. Place iron on ironing board standing up.
30. Release iron.
31. Fold clothing smoothing out wrinkles.
32. Place clothing down.
33. Release clothing.
34. Turn off iron.
35. Unplug iron.
36. Release iron.
37. Allow iron to cool.
38. Put clothing away.
39. Release clothing.

Michelle Shuster
August 1976

USES IRON ON PATCHES

PREREQUISITE SKILLS: recognizes iron, ironing board, iron on patches, clothes to be patched; manipulates with hands and arms; knowledge of time

MATERIALS REQUIRED: iron, ironing board, iron on patches, clothes to be patched

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp ironing board.
2. Set up ironing board.
3. Release ironing board.
4. Grasp cord to iron.
5. Plug in iron.
6. Release cord.
7. Grasp iron.
8. Stand iron on ironing board.
9. Push heat regulator (type of cloth) to proper setting.
10. Release iron.
11. Grasp article of clothing to be patched.
12. Place article on ironing board so that area to be patched is flat.
13. Release article.
14. Grasp patch.
15. Place patch shiny side down over area to be patched.
16. Grasp iron.
17. Pick up iron.
18. Place on patch.
19. Press down iron for ten seconds.
20. Lift up iron.
21. If patch is large, place iron down again on unironed section of patch.
22. Press down iron for ten seconds.
23. Lift up iron.
24. Continue to press iron down on unironed sections until entire patch is ironed on.
25. Lift up iron.
26. Place on ironing board standing up.
27. Push heat setting to off.
28. Release iron.
29. Grasp cord.
30. Unplug iron.
31. Release cord.
32. Grasp article of clothing.
33. Fold article of clothing.
34. Put article of clothing away.
35. Allow iron to cool.

Michelle Shuster
August 1976

INTERMEDIATE AND ADVANCED CLOTHING CARE

IRONS NON-FLAT CLOTHING (SHIRT)

PREREQUISITE SKILLS: recognizes non-flat clothes, iron, ironing board, sprayer, sink, manipulates with hands and arms; dampens clothes; folds clothes or hangs clothes on hanger

MATERIALS REQUIRED: non-flat clothes, iron, ironing board, sprayer, sink

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp ironing board.
2. Set up ironing board.
3. Release ironing board.
4. Grasp iron cord.
5. Plug in iron.
6. Release iron cord.
7. Grasp iron.
8. Place iron on ironing board standing up.
9. Push cloth setting lever to proper setting.
10. Release iron.
11. Go to sink.
12. Grasp water faucet knob.
13. Turn on water.
14. Release knob.
15. Grasp sprayer.
16. Open sprayer.
17. Fill sprayer.
18. Close sprayer.
19. Put sprayer down.
20. Release sprayer.
21. Grasp water faucet knob.
22. Turn off water.
23. Release knob.
24. Grasp sprayer.
25. Bring to ironing board.
26. Put sprayer down on ironing board.
27. Release sprayer.
28. Grasp shirt.
29. Place underside of collar flat on ironing board.
30. Hold shirt with one hand at collar.
31. Grasp sprayer with other hand.
32. Pick up sprayer.
33. Dampen collar.
34. Put down sprayer.
35. Release sprayer.
36. Grasp iron.
37. Place iron down on collar at one end.
38. Move iron along collar bearing down.
39. Pull hand away as iron approaches and hold shirt at opposite end.
40. Lift up iron.
41. Put down on ironing board standing up.
42. Release iron.
43. Turn clothing over so right side of collar is ready to be ironed.
44. Repeat steps 30-42.
45. Hold up shirt.
46. Line up crease of sleeve with shoulder seam.
47. Place down flat on ironing board
48. Hold sleeve with one hand at shoulder.
49. Grasp sprayer.
50. Pick up sprayer.
51. Dampen sleeve.
52. Put down sprayer.
53. Release sprayer.
54. Grasp iron.
55. Place iron down at cuff of sleeve (or bottom of sleeve).
56. Hold sleeve at shoulder with other hand.
57. Move iron along sleeve bearing down.
58. Lift up iron.
59. Put down on ironing board standing up.
60. Release iron.

IRONS NON-FLAT CLOTHING (SHIRT) (CONT'D)

61. Turn shirt over so that un-ironed side of sleeve is ready to be ironed.
62. Repeat steps 47-59.
63. Hold up shirt.
64. Repeat steps 45-61 on other sleeve.
65. Hold up shirt.
66. Place front panel of shirt that contains buttons flat on ironing board with the rest of the shirt hanging off the side of the ironing board.
67. Hold panel with one hand.
68. Grasp sprayer with other hand.
69. Pick up sprayer.
70. Dampen front of shirt.
71. Put down sprayer.
72. Release sprayer.
73. Grasp iron.
74. Place iron down at bottom of shirt.
75. Hold shirt at collar with other hand.
76. Move iron along front going around buttons until entire panel is ironed.
77. Lift up iron.
78. Put down on ironing board standing up.
79. Release iron.
80. Move shirt across ironing board so that back of shirt is flat on ironing board.
81. Hold shirt with one hand.
82. Repeat steps 68-79 ironing back of shirt.
83. Move shirt across ironing board so that front panel with button holes is flat on ironing board.
84. Hold shirt with one hand.
85. Repeat steps 66-74 ironing other front panel.
86. Move iron along front area of button holes.
87. Lift up iron.
88. Put down on ironing board standing up.
89. Release iron.
90. Fold shirt or hang on hanger.
91. Release shirt.
92. Grasp cloth setting lever.
93. Push to off position.
94. Release lever.
95. Grasp plug of iron.
96. Unplug iron.
97. Grasp iron.
98. Move iron to a place where it can cool standing up.
99. Release iron.

100. Allow iron to cool before putting it away.
101. Grasp sprayer.
102. Bring sprayer to sink.
103. Open sprayer.
104. Pour out water.
105. Close sprayer.
106. Place down sprayer.
107. Release sprayer.
108. Allow sprayer to dry before putting it away.
109. Grasp ironing board.
110. Fold ironing board.
111. Put ironing board in appropriate place.
112. Release ironing board.

Michelle Shuster
August 1976

WASHES CLOTHES BY HAND

PREREQUISITE SKILLS: recognizes clothes, sink, soap, stopper; discriminates stained from clean, warm from hot or cold, soapy from rinsed out; manipulates with hands and arms

MATERIALS REQUIRED: stained clothes, sink, soap, stopper

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping.

TASK ANALYSIS:

1. Grasp water faucet knobs.
2. Turn on water to warm temperature.
3. Release knobs.
4. Grasp stopper.
5. Put stopper in sink drain hole.
6. Release stopper.
7. Grasp soap.
8. Pick up soap.
9. Pour small amount of soap in sink if powder or liquid.
10. Hold soap under running water if bar.
11. Put down soap.
12. Release soap.
13. Fill sink halfway.
14. Grasp water faucet knobs.
15. Turn off water.
16. Release knobs.
17. Pick up stained clothes one at a time.
18. Put article of clothing in water till whole article is wet.
19. Lift up clothing so stained portion is out of the water.
20. Pick up soap.
21. Put soap on stain.
22. Put down soap.
23. Release soap.
24. Rub soap into stain on clothing.
25. Place clothing back into water.
26. Release clothing.
27. Allow time to soak.
28. Grasp clothing with one hand.
29. Lift up clothing holding it over sink.
30. Grasp stopper in other hand.
31. Unplug sink (lift stopper).
32. Put down stopper.
33. Release stopper.
34. Grasp water faucet knobs.
35. Turn on water to warm temperature.
36. Release knobs.
37. Place clothing under running water.
38. Rinse soap out of clothing.
39. Grasp water faucet knobs.
40. Turn off water.
41. Release knobs.
42. Squeeze clothing to get out excess water.
43. Lay clothing flat to dry, put in dryer, or hang on rack.

Michelle Shuster
August 1976

INTERMEDIATE AND ADVANCED CLOTHING CARE

HEMS BY HAND

PREREQUISITE SKILLS: recognizes needle, spool of thread, clothes, seam, scissors, pins; discriminates clothing that needs hemming from clothing that does not need hemming; two hand coordination; manipulates with hands

MATERIALS REQUIRED: needle, spool of thread, clothing to be hemmed, pins, scissors

RECOMMENDED INSTRUCATIONAL APPROACH: modeling with fading of assistance

TASK ANALYSIS:

1. Grasp clothing.
2. Turn clothing with hem on wrong side up.
3. Hold hem so that fold of hem is from the bottom.
4. Pick up hem gauge.
5. Hold hem gauge next to hem.
6. Mark length of hem on gauge.
7. Pick up pin from pin cushion.
8. Pin hem on mark on gauge.
9. Turn garment and continue pinning until you reach 1st pin and all of hem is pinned.
10. Place pins down.
11. Release pins.
12. Grasp spool of thread in one hand.
13. Unwind managable length of thread (if necessary take additional thread later).
14. Grasp scissors in other hand.
15. Cut thread from spool.
16. Place down spool.
17. Release spool.
18. Place down scissors.
19. Release scissors.
20. Grasp needle.
21. Thread needle.
22. Knot end of thread.
23. Insert needle to cloth behind fold of hem.
24. Pull through at inside fold near knot on outside of fold.
25. Insert needle through cloth behind fold.
26. Bring through to outside top of fold.
27. Repeat above two steps until all of cloth is hemmed (end is where knot is seen at seam).
28. Repeat stitch three times in the same place on the last stitch to secure the end of the hem.
29. Pull needle through all the way.
30. Pick up scissors.
31. Cut end of thread with scissors.
32. Place down scissors.
33. Release scissors.
34. Place down needle.
35. Release needle.
36. Knot end of thread.
37. Release thread.
38. Grasp pins one by one.
39. Take out pins.
40. Place pins down.
41. Release pins.
42. Place down article of clothing.
43. Release article of clothing

Linda Hope
August 1976

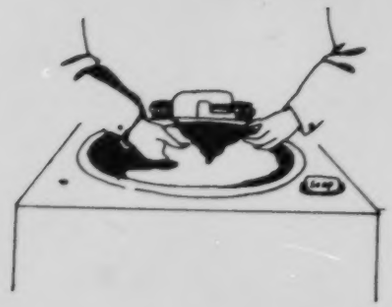
INTERMEDIATE AND ADVANCED CLOTHING CARE

PREWASHES STAINED CLOTHES

PREREQUISITE SKILLS: recognizes stained clothes, sink, soap, stopper; discriminates warm from hot or cold, soapy from rinsed out; manipulates with hands and arms

MATERIALS REQUIRED: stained clothes, sink, soap, stopper

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping



TASK ANALYSIS:

1. Grasp water faucet knobs.
2. Turn on water to warm temperature.
3. Release knobs.
4. Grasp stopper.
5. Put stopper in sink.
6. Release stopper.
7. Fill sink halfway.
8. Grasp knobs.
9. Turn off water.
10. Release knobs.
11. Grasp stained clothes one at a time.
12. Pick up article of clothing.
13. Put article in water till whole article is wet.
14. Soak.
15. Lift up clothing holding above sink.
16. Grasp soap.
17. Pick up soap.
18. Put on stain.
19. Put down soap.
20. Hold clothing in two hands near stain (one hand on either side of stain)
21. Rub cloth back and forth on stain.
22. Place clothing back into water.
23. Release clothing.
24. Grasp clothing.
25. Lift up clothing holding above sink.
26. Grasp plug.
27. Unplug sink.
28. Place plug down.
29. Release plug.
30. Grasp water faucet knobs.
31. Turn on water to warm temperature.
32. Release knobs.
33. Place clothing under running water.
34. Rinse soap out of clothing.
35. Grasp knobs.
36. Turn off water.
37. Release knobs.
38. Squeeze clothing to get out excess water.
39. Put into washing machine.
40. Release clothing.
41. Repeat for other articles of clothing.

Michelle Shuster
August 1976

INTERMEDIATE AND ADVANCED CLOTHING CARE

PATCHES BY HAND

PREREQUISITE SKILLS: recognizes needle, thread, patches, clothes, pins, scissors; discriminates when an item needs to be patched; manipulates with hands and arms; threads a needle; cuts with scissors

MATERIALS REQUIRED: needle, thread, patches, item to be patched, pins, scissors

RECOMMENDED INSTRUCTIONAL APPROACH: modeling or fading of assistance

TASK ANALYSIS:

1. Grasp needle in one hand.
2. Grasp thread in other hand.
3. Thread needle.
4. Knot the ends of the thread together.
5. Place needle and thread down.
6. Release needle and thread.
7. Grasp patch with one hand.
8. Grasp scissors with other hand.
9. Cut patch to appropriate size (patch should be a little bigger than area to be patched).
10. Put scissors down.
11. Release scissors.
12. Place patch over area to be patched.
13. Grasp pins.
14. Pin patch to cloth.
15. Release pins.
16. Hold patching area with one hand.
17. Grasp needle and thread with other hand (dominant hand).
18. Insert needle through cloth and patch until knot stops you from pulling.
19. Insert needle to cloth above knot.
20. Bring needle to tip of patch.
21. Repeat until knot is secure.
22. Hold corner of patch with one hand.
23. Insert needle through cloth to top of patch.
24. Pull needle through.
25. Continue pulling until thread is completely through.
26. Repeat above two steps around patching area until patch is on by itself.
27. Repeat stitch three times in same spot on last stitch to secure.
28. Pull thread through.
29. Grasp scissors.
30. Cut thread with scissors above secured stitch.
31. Put down cut thread.
32. Release thread.
33. Put down scissors.
34. Release scissors.
35. Grasp pins.
36. Take out pins.
37. Put down pins in pin box or in pin cushion.
38. Release pins.
39. Put down patched item.
40. Release item.

Linda Hope
August 1976

INTERMEDIATE AND ADVANCED CLOTHING CARE

SEWS ON BUTTONS

PREREQUISITE SKILLS: recognizes button, needle, thread, scissors, article of clothing; manipulates with hands and arms; cuts with scissors; threads a needle, knots thread

MATERIALS REQUIRED: button, needle, thread, scissors, article of clothing

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp thread.
2. Grasp needle.
3. Thread needle.
4. Bring ends of thread together.
5. Knot thread.
6. Place needle down.
7. Release needle.
8. Grasp article of clothing.
9. Grasp button.
10. Place button on clothing in appropriate place.
11. Hold clothing and button in one hand.
12. Release other hand.
13. Grasp threaded needle.
14. Insert needle through article of clothing on wrong side beneath button.
15. Push needle until it comes through clothing and hole in button.
16. Release needle.
17. Grasp needle again above button.
18. Pull needle until knot is against wrong side of material.
19. Insert needle in other hole in button.
20. Push needle down through clothing.
21. Release needle.
22. Grasp needle again on wrong side of clothing.
23. Pull all thread through clothing.
24. Repeat steps 14-23 until button is on securely.
25. Insert needle through just clothing (and not button).
26. Push needle through clothing so that it comes back out on wrong side again.
27. Place needle through loop of thread that is formed.
28. Pull tightly so knot is formed.
29. Repeat steps 25-28.
30. Grasp scissors.
31. Pick up scissors.
32. Cut thread above knot.
33. Place scissors down.
34. Release scissors.
35. Place needle down.
36. Release needle.
37. Place down article of clothing.
38. Release article.

Michelle Shuster
February 1977

INTERMEDIATE AND ADVANCED CLOTHING CARE

THREADS A SEWING NEEDLE

PREREQUISITE SKILLS: recognizes needle, thread, scissors; manipulates with hands and arms; cuts with scissors

MATERIALS REQUIRED: needle, spool of thread, scissors

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp spool of thread with one hand.
2. Pick up spool.
3. Grasp end of thread with other hand.
4. Unwind an arms-length piece of thread.
5. Put down spool.
6. Release spool.
7. Grasp scissors.
8. Pick up scissors.
9. Cut off arms-length piece of thread.
10. Put down scissors.
11. Release scissors.
12. Place thread in dominant hand holding near end.
13. Grasp needle with other hand.
14. Pick up needle holding it near bottom so that eye of needle is at top.
15. Hold needle still.
16. Move end of thread in hand towards eye of needle.
17. Insert thread through eye of needle until it comes out other side.
18. Transfer needle to hand holding thread.
19. Grasp thread on other side of needle with other hand.
20. Pull a small amount of thread through eye of needle.
21. Release thread.
22. Place needle down.
23. Release needle.

Michelle Shuster
February 1977

PREPARING AND CLEANING FOOD AREA

SCRAPES DISHES

PREREQUISITE SKILLS: recognizes dishes to be scraped, garbage, fork or rubber spatula; manipulates with hands and arms

MATERIALS REQUIRED: dishes, garbage, fork or rubber spatula

RECOMMENDED INSTRUCTIONAL APPROACH: modeling or fading of assistance

TASK ANALYSIS:

1. Grasp one dish.
2. Place dish down for scraping.
3. Release dish.
4. Grasp dish in one hand.
5. Pick up dish.
6. Grasp fork or spatula in other hand.
7. Pick up fork or spatula.
8. Hold dish being scraped over the dish placed down.
9. Run the side of the fork or spatula across the dish so that the leftovers drop off onto the dish placed down.
10. Place dish down on side of scrap dish.
11. Release dish.
12. Grasp next dish.
13. Repeat procedure.
14. Place dish down on other scraped dish.
15. Repeat procedure until all the dishes are scraped.
16. Grasp dish with scrapings.
17. Pick up dish with scrapings.
18. Bring to garbage can.
19. Scrap into garbage can using fork.
20. Put down fork.
21. Release fork.
22. Place dish on stack of other dishes.
23. Release dish.

Michelle Shuster
August 1976

PREPARING AND CLEANING FOOD AREA

WASHES PLATES, BOWLS, ETC.

PREREQUISITE SKILLS: recognizes sink, detergent, plates and bowls to be washed, sponge, dish drainer discriminates warm from hot or cold; manipulates with hands and arms

MATERIALS REQUIRED: sink, detergent, plates and bowls to be washed, dish drainer

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp water faucet knobs.
2. Turn on water.
3. Adjust to warm temperature.
4. Release knobs.
5. Pick up sponge.
6. Place sponge under running water.
7. Remove sponge from under water.
8. Squeeze out sponge.
9. Pick up dish detergent with other hand.
10. Place a small amount onto sponge.
11. Put down and release detergent.
12. Pick up plate.
13. Place plate under running water.
14. Move sponge firmly over surface of plate or inside of bowl.
15. Move sponge firmly over bottom of plate or bowl.
16. Put plate under water.
17. Rinse plate till all soap suds are gone.
18. Remove plate from under water.
19. Scrub with sponge any food particles that remain on plate.
20. Put plate under water.
21. Rinse plate.
22. Put plate upright in dishdrainer.
23. Release plate.
24. Pick up next plate.
25. Repeat procedure until all plates are washed.
26. Put down sponge.
27. Grasp water faucet knobs.
28. Turn off water.

Michelle Shuster
August 1976

WASHES UTENSILS

PREREQUISITE SKILLS: recognizes sink, detergent, utensils to be washed, sponge, dish drainer; discriminates warm from hot or cold; manipulates with hands and arms

MATERIALS REQUIRED: sink, detergent, utensils to be washed, sponge, dish drainer

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with fading of assistance

TASK ANALYSIS:

1. Grasp water faucet knobs.
2. Turn on water.
3. Adjust to warm temperature.
4. Release knobs.
5. Pick up sponge.
6. Place sponge under running water.
7. Remove sponge from under running water.
8. Squeeze out sponge.
9. Pick up detergent.
10. Place a small amount on sponge.
11. Put down detergent.
12. Pick up utensil.
13. Put utensil under running water.
14. Move sponge over surface of utensil until all the food particles are wiped off.
15. Put utensil under running water.
16. Rinse utensil.
17. Put utensil in dish drainer.
18. Grasp next utensil.
19. Repeat procedure until all utensils are washed.
20. Put down sponge.
21. Grasp water faucet knobs.
22. Turn off water.

DRIES DISHES, ETC., BY HAND

PREREQUISITE SKILLS: recognizes dishes to be dried, towel; manipulates with hands and arms

MATERIALS REQUIRED: dishes to be dried, towel

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Pick up dish.
2. Pick up towel in other hand.
3. Place towel on dish.
4. Rub towel in circular motion over front surface of dish until dry.
5. Rub towel in circular motion over back of dish until dry.
6. Put down dish.
7. Pick up next dish.
8. Repeat procedure.
9. Place dish down on top of other dried dish.
10. Pick up next dish.
11. Repeat procedure until all dishes are dry.
12. Put down towel.
13. Grasp stack of dishes.
14. Pick up stack.
15. Put away dishes.

Michelle Shuster.
August 1976

PREPARING AND CLEANING FOOD AREA

CLEARS THE TABLE

PREREQUISITE SKILLS: recognizes table, dishes, sink area, plates, silverware, cups and/or glasses, sponge, garbage containers, shelves, refrigerator; manipulates with hands and arms; walks or gets from one area to another

MATERIALS REQUIRED: table to be cleared, serving dishes, plates, silverware, cups and/or glasses, sponge, sink area, garbage containers, shelves, refrigerator

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Go to table.
2. Pick up paper refuse.
3. Go to garbage.
4. Throw away paper refuse in garbage.
5. Go to table.
6. Pick up plate.
7. Pick up fork.
8. Scrape plate that contains leftover food onto one plate with fork.
9. Place scraped plate down.
10. Grasp next plate.
11. Repeat procedure.
12. Place plate down on top of other scraped plate.
13. Repeat procedure until all plates are scraped.
14. Grasp plate containing leftovers.
15. Pick up plate.
16. Bring to garbage.
17. Scrape leftovers in garbage with fork.
18. Go to table.
19. Put fork down.
20. Put plate down on stack.
21. Pick up stack.
22. Bring to sink area.
23. Place down.
24. Go to table.
25. Pick up silverware.
26. Bring to sink area.
27. Place down.
28. Go to table.
29. Pick up glasses and/or cups.
30. Bring to sink area.
31. Place down.
32. Pick up containers.
33. Bring containers to table.
34. Pick up serving dishes.
35. Place leftovers, if there are any, in containers.
36. Grasp containers.
37. Put containers away properly (in refrigerator, or on shelf).
38. Go to table.
39. Grasp serving dishes.
40. Bring serving dishes to sink area.
41. Place down.
42. Go to table.
43. Pick up seasonings.
44. Put away properly (in refrigerator or on shelf).
45. Go to sink.
46. Pick up sponge.
47. Grasp water faucet knobs.
48. Turn on water.
49. Release knob.
50. Place sponge under running water.
51. Grasp knob.
52. Turn off water.
53. Squeeze out sponge.
54. Pick up basin.
55. Bring basin to table.
56. Wipe table with sponge - wiping crumbs into basin.
57. Bring sponge and basin back to sink area.
58. Grasp water faucet knob.
59. Turn on water.
60. Release knob.
61. Rinse out basin.
62. Rinse out sponge.
63. Place sponge down.
64. Place basin down.

Michelle Shuster
August 1976

CLEANS TOP OF STOVE

PREREQUISITE SKILLS: recognizes top of stove, sponge, sink, cleaner, towel; discriminates warm from hot or cold; manipulates with hands and arms

MATERIALS REQUIRED: stove, sponge, sink, cleaner, towel

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Turn on water to warm temperature.
2. Pick up sponge.
3. Put under running water.
4. Squeeze out excess water.
5. Turn off water.
6. Pick up cleaner.
7. Put small amount on sponge.
8. Put down cleaner.
9. Wipe top of stove going around burners.
10. Turn water to warm temperature.
11. Put sponge under running water.
12. Rinse sponge out.
13. Remove from under water.
14. Squeeze out excess water.
15. Turn off water.
16. Wipe top of stove going around burners.
17. Put down sponge.
18. Grasp towel.
19. Pick up towel.
20. Dry top of stove.
21. Put down towel.

Michelle Shuster
August 1976

CLEANS STOVE BURNERS (ELECTRIC STOVE)

PREREQUISITE SKILLS: recognizes stove burners, sponge, sink, cleaner; discriminates warm from hot or cold; manipulates with hands and arms

MATERIALS REQUIRED: stove burners, sponge, sink, cleaner, scouring pads

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Check to see that all burners on stove are off.
2. Turn on water to warm temperature.
3. Pick up sponge.
4. Put sponge under running water.
5. Remove sponge from under water.
6. Squeeze out excess water.
7. Turn off water.
8. Pick up cleaner.
9. Place small amount on sponge.
10. Put down cleaner.
11. Pull electric coil up until it rest on hinges in upright position.
12. Wipe entire bottom of burner with sponge.
13. Pick up scouring pad.
14. Scrub any food deposits.
15. Turn on water to warm temperature.
16. Put sponge under running water.
17. Rinse out sponge.
18. Turn off water.
19. Squeeze out excess water.
20. Wipe entire bottom of burner.
21. Put down top of burner.
22. Repeat procedure with other burners.
23. Put down sponge.

Michelle Shuster
August 1976

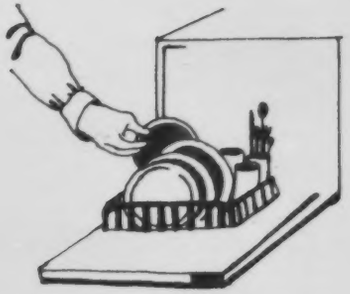
PREPARING AND CLEANING FOOD AREA

USES DISHWASHER - PUTTING UTENSILS IN MACHINE

PREREQUISITE SKILLS: recognizes dirty dishes, utensils, glasses/cups, dishwasher, detergent; discriminates clean from dirty; manipulates with hands and arms, scrapes dishes

MATERIALS REQUIRED: dirty dishes, dirty utensils, dirty glasses/cups, dishwasher, detergent

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping



TASK ANALYSIS:

1. Grasp dishwasher door.
2. Open door.
3. Release door.
4. Grasp dish shelf of dishwasher.
5. Pull out shelf.
6. Release shelf.
7. Take out any clean dishes, utensils, glasses/cups.
8. Put these away in appropriate place.
9. Pick up dirty dishes.
10. Scrape dishes.
11. Place dishes in appropriate slot in dishwasher.
12. Grasp dirty utensils.
13. Place utensils facing downward in appropriate place in dishwasher.
14. Grasp shelf.
15. Push in shelf.
16. Release shelf.
17. Grasp other shelf of dishwasher.
18. Pull out shelf.
19. Release shelf.
20. Pick up dirty glasses/cups (with mouth piece down).
21. Place glasses/cups in appropriate place in dishwasher.
22. Release glasses/cups.
23. Grasp shelf.
24. Push in shelf.
25. Release shelf.
26. Grasp detergent.
27. Grasp cover of detergent dish.
28. Move cover off of dish.
29. Pour appropriate amount of detergent in dish.
30. Put down detergent.
31. Move cover back on dish.
32. Release cover.
33. Grasp dishwasher door.
34. Close door.
35. Release door.
36. Grasp locking latch.
37. Move latch to locked position.
38. Release latch.
39. Grasp start button for regular wash (or grasp dial).
40. Push button (or turn dial to start).
41. Release button (or release dial).

Michelle Shuster
February 1977

USES DISHWASHER -
REMOVING UTENSILS

PREREQUISITE SKILLS: recognizes clean dishes, utensils, glasses/cups, dishwasher; discriminates clean from dirty; manipulates with hands and arms

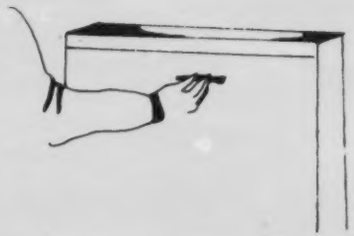
MATERIALS REQUIRED: clean dishes, utensils, glasses/cups, dishwasher

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp latch when dishwasher stops.
2. Move latch to open position.
3. Release latch.
4. Grasp dishwasher door.
5. Open door.
6. Release door.
7. Grasp dish shelf.
8. Pull out shelf.
9. Release shelf.
10. Grasp dishes/pots.
11. Take out dishes and pots.
12. Put away dishes/pots in appropriate place.
13. Grasp utensils.
14. Take out utensils.
15. Put away utensils in appropriate place.
16. Grasp shelf.
17. Push in shelf.
18. Release shelf.
19. Grasp other shelf.
20. Pull out shelf.
21. Release shelf.
22. Grasp glasses/cups.
23. Take out glasses/cups.
24. Put away glasses/cups in appropriate place.
25. Grasp shelf.
26. Push in shelf.
27. Release shelf.
28. Grasp door.
29. Close door.
30. Release door.

Michelle Shuster
February 1977



PREPARING AND CLEANING FOOD AREA

CLEANS COUNTER, CLEANS SINK

PREREQUISITE SKILLS: recognizes counter (or sink), sponge, soap, (or scouring powder), water; discriminates warm from hot or cold; manipulates with hands and arms

MATERIALS REQUIRED: counter (or sink), sponge, soap (or scouring powder), water

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp water faucet knobs.
2. Turn on water.
3. Adjust to warm temperature.
4. Release knobs.
5. Pick up sponge.
6. Place under running water.
7. Remove from under water.
8. Squeeze out excess water.
9. Grasp water faucet knobs.
10. Turn off water.
11. Release knobs.
12. Go to counter (or remain at sink).
13. Pick up cleanser.
14. Sprinkle on counter (or in sink).
15. Put down cleanser.
16. Wipe counter (or sink) with sponge.
17. Scrub any stains or food deposits.
18. Go to sink (or remain at sink).
19. Turn on water to warm temperature.
20. Release knobs.
21. Place sponge under running water.
22. Rinse out sponge.
23. Grasp knobs.
24. Turn off water.
25. Release knobs.
26. Go to counter (or remain at sink).
27. Wipe counter (or sink) clean so that there is no soap remaining.
28. Go to (or remain at) sink.
29. Grasp water faucet knobs.
30. Turn on water to warm temperature.
31. Release knobs.
32. Place sponge under running water.
33. Rinse out sponge.
34. Grasp knobs.
35. Turn off water.
36. Release knobs.
37. Place sponge down.
38. Release sponge (allow counter to dry).

Michelle Shuster
December 1976

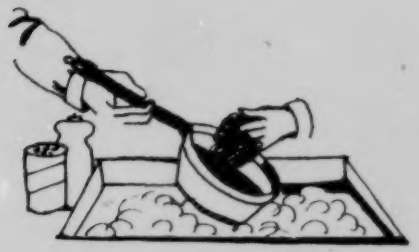
PREPARING AND CLEANING FOOD AREA

SCOURS PANS

PREREQUISITE SKILLS: recognizes pans to be scoured, scouring powder, scouring pad, sink; discriminates warm from hot or cold; manipulates with hands and arms.

MATERIALS REQUIRED: pan to be scoured, scouring powder, scouring pad, sink

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling and fading of assistance



TASK ANALYSIS:

1. Pick up pans to be scoured.
2. Place pans in sink.
3. Pick up scouring powder.
4. Place small amount in pan.
5. Put down scouring powder.
6. Turn on water to warm temperature.
7. Fill pan with water.
8. Turn off water.
9. Pick up scouring pad.
10. Scrub inside of pan bottom and sides.
11. Put down scouring pad.
12. Pick up pan.
13. Spill out water into sink.
14. Turn on water to warm temperature.
15. Rinse pan out.
16. Put pan down.
17. Turn off water.
18. Pick up scouring powder in one hand.
19. Pick up scouring pad in other hand.
20. Sprinkle a small amount of scouring powder on scouring pad.
21. Put down scouring powder.
22. Pick up pan.
23. Turn pan upside down.
24. Place pan down.
25. Scrub outside of pan bottom and sides.
26. Put down scouring pad.
27. Turn on water to warm temperature.
28. Pick up pan.
29. Rinse outside of pan.
30. Put pan down.
31. Turn off water.

Michelle Shuster
August 1976

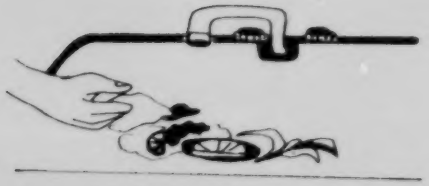
PREPARING AND CLEANING FOOD AREA

USES GARBAGE DISPOSAL

PREREQUISITE SKILLS: recognizes garbage disposal, drain cover, garbage can, starter switch; discriminates grinding sound from even humming sound; manipulates with hands and arms

MATERIALS REQUIRED: garbage disposal, garbage, water, garbage can, drain cover

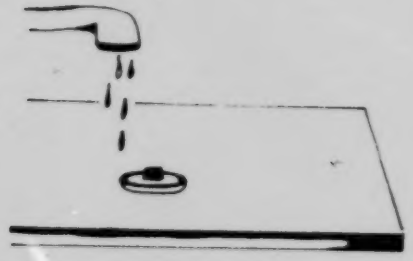
RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping



TASK ANALYSIS:

1. Place all garbage except bones and stringy foods (i.e, celery) in disposal while disposal is off.
2. Throw out bones and stringy food in garbage can.
3. Place drain cover over disposal.
4. Turn on water.
5. Turn on starter switch.
6. Turn off switch when garbage disposal produces even humming noise.
7. Turn off water.
8. Take off drain cover.

Michelle Shuster
August 1976



PREPARING AND CLEANING FOOD AREA

DEFROSTS REFRIGERATOR

PREREQUISITE SKILLS: recognizes refrigerator and freezer, pans, temperature control knob, sink, sponge, table; manipulates with hands and arms

MATERIALS REQUIRED: refrigerator and freezer, pans, sink, sponge, table

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Open refrigerator doors.
2. Remove contents of refrigerator.
3. Place down on table (frozen meats and fish should be placed in another freezer or consumed before freezer is defrosted).
4. Place several pans to hold dripping water in bottom of refrigerator.
5. Turn temperature control knob to "off" position.
6. Check pans often to make sure they don't overflow.
7. Remove pans when full.
8. Empty water into sink.
9. Replace pans in bottom of refrigerator.
10. Wait until all frost has melted.
11. Pick up pans from bottom of refrigerator.
12. Empty water into sink.
13. Put down pans.
14. Grasp a sponge.
15. Turn on water.
16. Put sponge under running water.
17. Remove sponge from water.
18. Squeeze out excess water.
19. Turn off water.
20. Wipe off water remaining on sides and bottom of refrigerator.
21. Put down sponge.
22. Turn temperature control knob to "on" position.
23. Replace food in freezer and refrigerator.
24. Close freezer and refrigerator doors.

Michelle Shuster
August 1976

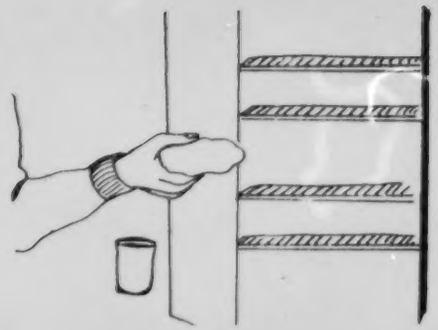
PREPARING AND CLEANING FOOD AREA

CLEANS REFRIGERATOR

PREREQUISITE SKILLS: recognizes refrigerator, sink, sponge, towel, table or counter, baking soda; manipulates with hands and arms

MATERIALS REQUIRED: refrigerator, sink, sponge, towel, table or counter, baking soda

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping



TASK ANALYSIS:

1. Open refrigerator door.
2. Grasp, one at a time, the contents of refrigerator.
3. Remove contents.
4. Place down on table or counter.
5. Remove (pull out) shelves.
6. Place shelves in sink.
7. Turn on water to warm temperature.
8. Pick up sponge.
9. Put under running water.
10. Remove from under water.
11. Squeeze out excess water.
12. Turn off water.
13. Pick up baking soda.
14. Sprinkle a small amount on sponge.
15. Put down baking soda.
16. Wipe inside of refrigerator with sponge.
17. Wipe shelves in sink with sponge.
18. Turn on water.
19. Put sponge under running water.
20. Rinse out sponge.
21. Turn off water.
22. Squeeze out excess water.
23. Wipe down inside of refrigerator.
24. Wipe shelves with sponge.
25. Put down sponge.
26. Pick up towel.
27. Dry shelves.
28. Put down towel.
29. Replace shelves in refrigerator.
30. Replace food in refrigerator.
31. Close refrigerator door.

Michelle Shuster
August 1976

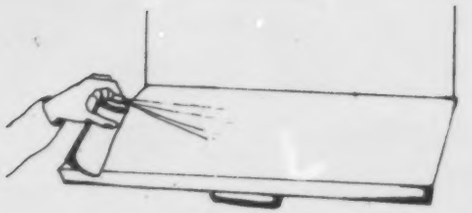
PREPARING AND CLEANING FOOD AREA

CLEANS OVEN

PREREQUISITE SKILLS: recognizes oven, oven cleaner, sponge, sink; manipulates with hands and arms; discriminates warm from hot or cold

MATERIALS REQUIRED: oven, oven cleaner, sponge, sink

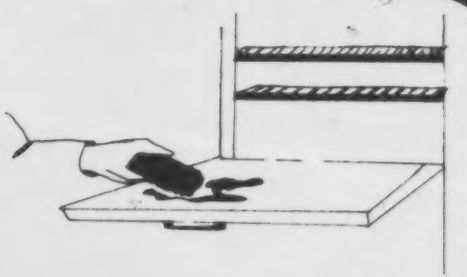
RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

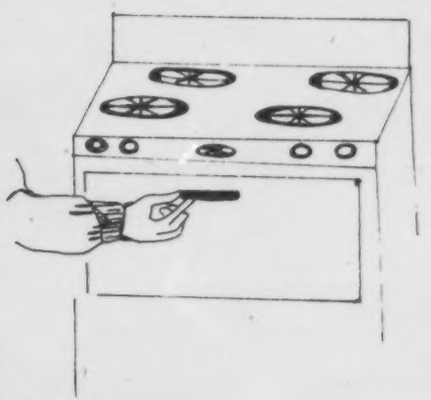


TASK ANALYSIS:

1. Check to make sure oven is off.
2. Pick up oven cleaner.
3. Shake can.
4. Open up top.
5. Place top down.
6. Open oven door.
7. Hold can as upright as possible while pointing valve opening toward surface to be sprayed.
8. Spray oven surfaces keeping away from electric coils and/or pilot light.
9. Remove arm with can from oven.
10. Close oven door.
11. Replace top of oven cleaner onto top of can.
12. Put down oven cleaner.
13. Allow spray foam to stay in oven overnight.
14. Open oven door after prescribed time.
15. Pick up sponge.
16. Wipe out spray from oven.
17. Go to sink.
18. Turn on water to warm temperature.
19. Put sponge under running water.
20. Rinse out sponge.
21. Turn off water.
22. Squeeze out excess water.
23. Go to oven.
24. Wipe down oven.
25. Put down sponge in appropriate place.
26. Close oven door.

Michelle Shuster
August 1976





PREPARING AND CLEANING FOOD AREA

DRIES UTENSILS BY HAND

PREREQUISITE SKILLS: recognizes utensils to be dried, towel; discriminates wet from dry; manipulates with hands and arms

MATERIALS REQUIRED: utensils to be dried, towel

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Pick up utensils one at a time.
2. Pick up towel in other hand.
3. Place towel around utensil.
4. Rub towel over surface of utensil (up and down motion).
5. Put down utensil.
6. Grasp next utensil.
7. Repeat procedure until all utensils are dry.
8. Put towel down.
9. Grasp utensils.
10. Put away utensils.

Michelle Shuster
September 1976

PREPARING AND CLEANING FOOD AREA

LINES SHELVES

PREREQUISITE SKILLS: recognizes shelves, shelf paper, scissors, tape; discriminates self-sticking paper from non-sticking paper; manipulates with hands and arms

MATERIALS REQUIRED: shelves, shelf paper, scissors, tape (if paper is not self-sticking)

RECOMMENDED INSTRUCTIONAL APPROACH: modeling and fading of assistance

TASK ANALYSIS:

1. Pick up sponge.
2. Wet sponge.
3. Wash down shelf to be lined.
4. Pick up shelf paper.
5. Unroll to size (length) of shelf.
6. Pick up scissors.
7. Cut shelf paper.
8. Put down scissors.
9. Put down remaining shelf paper.
10. Place cut shelf paper on shelf (if not self-sticking).
11. Pick up tape.
12. Rip off pieces of tape.
13. Tape down shelf paper flat on shelf.
14. Put down tape.
15. If paper is self-sticking, perform steps 1-7.
16. Hold paper by one corner.
17. Peel off backing of shelf paper with other hand.
18. Throw away backing of shelf paper.
19. Place shelf paper down on shelf avoiding wrinkles - start at one corner and smooth out paper across and down until shelf paper is flat on shelf.

Michelle Shuster
August 1976

PREPARING AND CLEANING FOOD AREA

SETS TABLE

PREREQUISITE SKILLS: recognizes knife, spoon, fork, plate and cup; manipulates with fingers and hands

MATERIALS REQUIRED: plate, cup, knife, fork, spoon, table

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp plate.
2. Pick up plate.
3. Place plate on table right side up in front of chair.
4. Release plate.
5. Grasp fork by handle.
6. Pick up fork.
7. Place fork close to plate on left side with handle facing towards student.
8. Release fork.
9. Grasp knife by handle.
10. Pick up knife.
11. Place knife close to plate on right side with handle facing toward student.
12. Release knife.
13. Grasp spoon by handle.
14. Pick up spoon.
15. Place spoon to right of knife with handle facing towards student.
16. Release spoon.
17. Grasp cup.
18. Pick up cup.
19. Place cup on right side directly above plate.
20. Release cup.

Patricia Bieler
December 1976

PREPARING AND CLEANING FOOD AREA

TABLE SETTING

PREREQUISITE SKILLS: manipulates with hands and arms; awareness to release objects once they are placed down, of same and different sides

MATERIALS REQUIRED: cart, table, bowl/plate, spoon, knife, fork, napkin, glass/cup

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Go to dining room.
2. Clear table of any objects.
3. Bring dishes, etc. to table.
4. Place a bowl/plate on the table in front of each chair.
5. Place a napkin to the left of each bowl.
6. Place a fork on top of each napkin.
7. Place a knife to the right of each bowl.
8. Place a spoon to the right of each knife.
9. Place a glass/cup at the head of each spoon.
10. Return cart to appropriate place.

staff at Walter E.
Fernald State School

PREPARATION OF SIMPLE MEALS

PREPARES PUDDING

PREREQUISITE SKILLS: recognizes pudding, pot, spoon, potholder, serving cups, stove, milk, refrigerator, measuring cup; discriminates boiling from non-boiling, thick from thin, set from liquid-like; manipulates with hands and arms; measures

MATERIALS REQUIRED: pudding, milk, measuring cup, pot, spoon, serving cups, potholder, stove, refrigerator

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp pudding box.
2. Open pudding box.
3. Pick up pudding box.
4. Pour contents into pot.
5. Put down box.
6. Release box.
7. Grasp milk.
8. Pick up milk.
9. Pour out 2 cups into measuring cup.
10. Put down milk.
11. Release milk.
12. Pick up measuring cup.
13. Pour 2 cupfuls of milk into pot.
14. Put down measuring cup.
15. Release measuring cup.
16. Grasp spoon.
17. Stir pudding in pot until it all dissolves.
18. Put spoon down.
19. Grasp pot.
20. Pick up pot.
21. Put pot on stove.
22. Release pot.
23. Grasp burner knob.
24. Turn knob to low heat.
25. Release burner knob.
26. Grasp spoon.
27. Pick up spoon.
28. Stir pudding in pot until it thickens and begins to boil.
29. Grasp burner knob.
30. Turn off burner.
31. Release burner knob.
32. Grasp potholder.
33. Pick up potholder.
34. Grasp pot using potholder.
35. Pick up pot.
36. Pour or spoon pudding into serving cups.
37. Put pot down.
38. Release pot.
39. Put potholder down.
40. Release potholder.
41. Put spoon down.
42. Release spoon.
43. Allow pudding to cool and set.
44. Grasp refrigerator door handle.
45. Pull to open refrigerator door.
46. Release door.
47. Grasp each serving cup one at a time.
48. Pick up each serving cup one at a time.
49. Place each cup into the refrigerator.
50. Release each serving cup.
51. Grasp door by handle.
52. Push to close door.
53. Release door.

Michelle Shuster
August 1976

PREPARATION OF SIMPLE MEALS

OPERATES MIXER (PORTABLE)

PREREQUISITE SKILLS: recognizes mixer, beaters, speed switch, bowl of food to be mixed; discriminates when food is completely mixed; manipulates with hands and arms

MATERIALS REQUIRED: mixer (portable), bowl of food to be mixed

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling and fading of assistance

TASK ANALYSIS:

1. Grasp beaters in one hand.
2. Grasp mixer in other hand.
3. Put beaters on mixer.
4. Push beaters until they are in completely.
5. Place mixer down.
6. Grasp cord of mixer.
7. Plug in cord.
8. Grasp mixer by handle.
9. Pick up mixer.
10. Place beaters in bowl of food to be mixed.
11. Grasp speed switch.
12. Turn switch to a low speed.
13. Grasp bowl so it does not move around.
14. Move mixer around so that beaters blend contents of bowl.
15. Grasp speed switch.
16. Turn switch to a medium speed.
17. Grasp bowl.
18. Continue to move mixer around so that contents of bowl become mixed completely.
19. Grasp speed switch.
20. Turn switch to "off" position.
21. Raise beaters above bowl.
22. Allow food to drip off beaters.
23. Grasp knob above beaters.
24. Push knob so that beaters become loose (or pop out).
25. Grasp beaters.
26. Take beaters out of mixer.
27. Place beaters down in sink.
28. Place mixer down.
29. Grasp cord.
30. Unplug cord.
31. Wash beaters.
32. Dry beaters (or allow to dry before putting away).

Michelle Shuster
March 1977

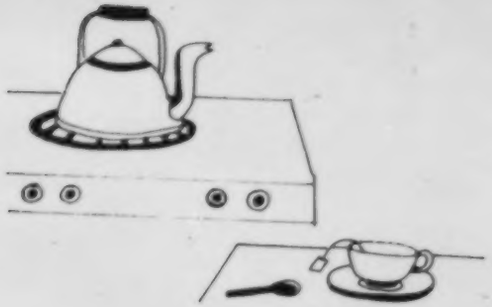
PREPARATION OF SIMPLE MEALS

PREPARES BEVERAGES (TEA)

PREREQUISITE SKILLS: recognizes tea bag, sink, cup, tea kettle or pot, stove, potholder; discriminates when pot is half-way full; manipulates with hands and arms

MATERIALS REQUIRED: tea bag, sink, cup, tea kettle or pot, stove, potholder, pot, sweeteners-sugar, lemon, honey, milk

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping



TASK ANALYSIS:

1. Grasp water faucet knob.
2. Turn on water.
3. Release knob.
4. Grasp pot (or kettle).
5. Pick up pot.
6. Put under water.
7. Fill pot about halfway.
8. Grasp knob.
9. Turn off water.
10. Release knob.
11. Put pot on burner.
12. Release pot.
13. Grasp burner knob.
14. Turn on burner.
15. Release burner knob.
16. Grasp burner knob when water boils.
17. Turn off burner.
18. Release burner knob.
19. Grasp tea bag by string.
20. Pick up tea bag.
21. Put only bag into cup.
22. Release tea bag.
23. Grasp potholder.
24. Pick up potholder.
25. Pick up pot using potholder.
26. Pour water over tea bag into cup until water reaches within ½ inch of edge of cup.
27. Put down pot.
28. Release pot.
29. Put down potholder.
30. Release potholder.
31. Leave bag in water until desired strength.
32. Grasp tea bag by tag.
33. Remove tea bag.
34. Put tea bag down in appropriate place.
35. Release tea bag.
36. Sweeten to taste-sugar, lemon, milk, honey.

Michelle Shuster
August 1976

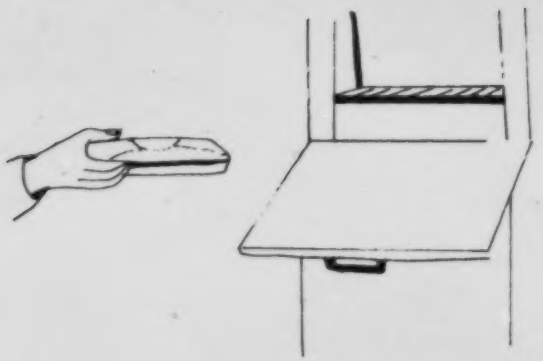
PREPARATION OF SIMPLE MEALS

PREPARES T.V. DINNER

PREREQUISITE SKILLS: recognizes oven, T.V. dinner, potholder, timer (or clock); discriminates open from closed; manipulates with hands and arms; uses timer (or can tell time); sets oven temperature

MATERIALS REQUIRED: oven, T.V. dinner, potholders, timer (or clock)

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping



TASK ANALYSIS:

1. Grasp oven temperature knob.
2. Turn on oven to desired temperature.
3. Open side flap of dinner box.
4. Reach into box.
5. Pull out inner foiled tray.
6. Place tray on table.
7. Grasp foil covering.
8. Fold back foil as directed.
9. Grasp T.V. dinner.
10. Pick up T.V. dinner.
11. Bring dinner to oven.
12. Grasp oven door handle with free hand.
13. Open oven door.
14. Put dinner into oven.
15. Grasp oven door.
16. Push to close oven door.
17. Grasp timer (or note clock).
18. Set timer.
19. Replace timer.
20. Grasp oven door after timer buzzes (or specified time).
21. Open oven door by its handle.
22. Release door.
23. Grasp two potholders, one in each hand.
24. Remove T.V. dinner from oven using potholders.
25. Place T.V. dinner down.
26. Place potholders down.
27. Grasp oven door.
28. Close oven door.
29. Grasp oven temperature knob.
30. Turn off oven.
31. Grasp foil on top of T.V. dinner.
32. Take foil off top of dinner.
33. Put foil down.

Michelle Shuster
August 1976

PREPARATION OF SIMPLE MEALS

PREPARES BREAKFAST MEALS (PANCAKES)

PREREQUISITE SKILLS: recognizes pancake mix, butter, eggs, milk, spoon, spatula, bowl, knife, syrup, plate, frying pan or griddle, measuring cup; discriminates cooked from uncooked; manipulates with hands and arms; reads package directions; uses measuring cup; opens and shuts lid

MATERIALS REQUIRED: pancake mix, butter, eggs, milk, spoon, spatula, bowl, knife, syrup, plate, frying pan or griddle, measuring cup, pot holder

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp pancake mix.
2. Pick up pancake mix.
3. Pour out appropriate amount (see package) into measuring cup.
4. Put down mix.
5. Grasp measuring cup.
6. Pick up measuring cup.
7. Pour mix into bowl.
8. Put down measuring cup.
9. Grasp eggs.
10. Pick up appropriate numbers of eggs (see package).
11. Crack eggs one by one.
12. Put eggs in bowl.
13. Throw out shells.
14. Grasp carton of milk.
15. Pick up milk.
16. Pour out appropriate amount (see package) into measuring cup.
17. Put down milk.
18. Pick up measuring cup.
19. Pour milk into bowl.
20. Put down measuring cup.
21. Grasp knife.
22. Pick up knife.
23. Slice off appropriate amount of butter.
24. Put in pan.
25. Put down knife.
26. Grasp pan.
27. Put pan on burner.
28. Grasp burner knob.
29. Turn on burner.
30. Release burner knob.
31. Grasp burner knob when butter is melted.
32. Turn off burner.
33. Pick up potholder.
34. Grasp pan with potholder.
35. Pick up pan.
36. Pour butter into bowl.
37. Put pan back on burner.
38. Put down potholder.
39. Grasp spoon.
40. Pick up spoon.
41. Stir contents of bowl until well mixed (batter may still be a little lumpy).
42. Put down spoon.
43. Grasp knife.
44. Pick up knife.
45. Slice off butter to grease pan with.
46. Put in pan.
47. Put down knife.
48. Grasp burner knob.
49. Turn on burner.
50. Grasp pan.
51. Tilt pan so that butter covers the entire bottom.
52. Replace pan on burner.
53. Grasp spoon.
54. Pick up spoon.
55. Spoon out batter into pan to form medium sized pancakes when butter is melted.
56. Put down spoon.
57. Grasp spatula.
58. Pick up spatula.
59. Turn pancakes over when bubbles form on top and bottom is golden.
60. Take pancakes out of pan with spatula when both sides are done.

PREPARES BREAKFAST MEALS (PANCAKES) (CON'T)

61. Put pancakes on plate.
62. Put down spatula.
63. Grasp burner knob.
64. Turn off burner.
65. Grasp knife.
66. Pick up knife.
67. Slice butter.
68. Put on pancakes.
69. Spread on pancakes.
70. Put down knife.
71. Grasp syrup.
72. Pick up syrup.
73. Open up syrup.
74. Pour on pancakes.
75. Put down syrup.
76. Close syrup.

Michelle Shuster
August 1976

PREPARATION OF SIMPLE MEALS

USES CAN OPENER

PREREQUISITE SKILLS: finger dexterity; holds can; turns knob

MATERIALS REQUIRED: can, can opener, table, waste basket

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping or fading of assistance

TASK ANALYSIS:

1. Put can opener in right hand (if right handed) in the correct position.
2. Hold can on table with left hand on the sides.
3. Place can opener on top edge of can.
4. Squeeze arms of can opener together with right hand.
5. Move right hand to knob of opener.
6. Move left hand to arms of opener and squeeze.
7. With right hand, turn knob clockwise until lid has been completely removed from can.
8. Turn knob with right hand keeping can on the table until it is back to the start of the opening.
9. Take right hand off knob.
10. Take left hand off arms of opener.
11. Place can opener on table.
12. Hold can steady around middle with left hand.
13. Lightly push down top of can on one side with index finger of right hand.
14. Grasp other side of can top with thumb and index finger of right hand.
15. Lift lid off with right hand.
16. Dispose of lid in waste basket.

Vicki Rugo
December 1976

PREPARATION OF SIMPLE MEALS

USES CAN OPENER

PREREQUISITE SKILLS: recognizes can and can opener; manipulates with hands and arms

MATERIALS REQUIRED: can, can opener

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp can opener.
2. Pick up can opener.
3. Place on rim of can with pronged part of inside of can top.
4. Squeeze handle of can opener so that prong goes through can top.
5. Hold handle with one hand.
6. Hold turning knob with other hand.
7. Turn knob until whole can is open.
8. Remove can opener from rim.
9. Put down can opener.
10. Push down one side of top.
11. Grasp other side of top.
12. Remove top from can.
13. Put down top.
14. Serve or cook contents of can.

Michelle Shuster
August 1976

PREPARATION OF SIMPLE MEALS

SETS OVEN TEMPERATURE

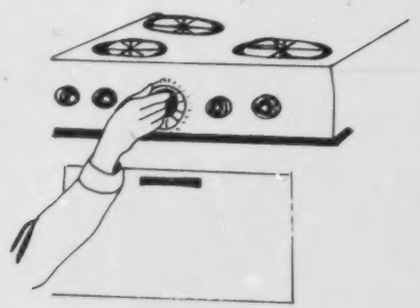
PREREQUISITE SKILLS: recognizes oven, temperature control knob, standard on oven; manipulates with hands and arms

MATERIALS REQUIRED: oven, temperature control knob

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp temperature control knob with one hand.
2. Turn knob until desired temperature is lined up with standard (marking printed on oven).
3. Release knob.



Michelle Shuster
August 1976

PREPARATION OF SIMPLE MEALS

MAKES/BUTTERS TOAST

PREREQUISITE SKILLS: recognizes bread, toaster and its parts (setting switch and lever) butter, knife, and plate; pick up and put down; manipulates with hands and arms, spreading with knife

MATERIALS REQUIRED: bread, toaster, butter, knife, plate

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp bread.
2. Pick up bread.
3. Bring to toaster.
4. Put a piece of bread into the slot of the toaster (repeat with second slice in other slot).
5. Release bread.
6. Grasp setting switch on toaster.
7. Move switch to appropriate position indicating darkness of toast desired.
8. Release switch.
9. Grasp lever on toaster.
10. Push lever down all the way.
11. Release lever.
12. Wait for toast to pop up.
13. Grasp toast by tip.
14. Put on plate.
15. Grasp knife.
16. Pick up knife.
17. Slice off a piece of butter.
18. Bring knife (level) over to toast.
19. Turn knife or place butter on toast.
20. Hold toast with other hand.
21. Spread butter around on toast so that it is evenly distributed.
22. Put down knife.
23. Place toast down.

Michelle Shuster
August 1976

PREPARATION OF SIMPLE MEALS

USES MEASURING UTENSILS

PREREQUISITE SKILLS: recognizes measuring utensils, food to be measured, bowl, and knife; manipulates with hands and arms

MATERIALS REQUIRED: bowl, food, measuring utensils, knife (or other flat utensils)

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp spoon with dominant hand.
2. Pick up spoon.
3. Dip into food.
4. Lift up spoon holding level over container of food.
5. Grasp knife with other hand.
6. Pick up knife.
7. Hold knife sideways (horizontally).
8. Place blade of knife on top of spoon.
9. Move knife slowly over the spoon so that extra food spills back into container and food is level with spoon.
10. Put down knife.
11. Release knife.
12. Bring spoon over to bowl holding it level.
13. Turn spoon sideways slowly so that food spills into bowl.
14. Put down spoon.
15. Release spoon.

Michelle Shuster
August 1976

PREPARATION OF SIMPLE MEALS

REGULATES STOVE BURNERS

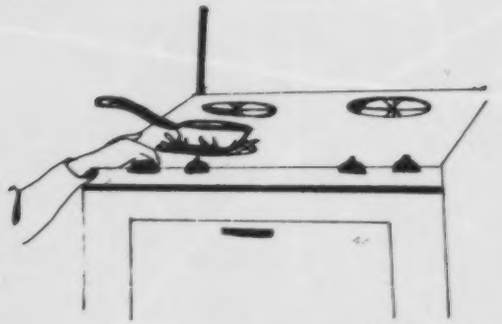
PREREQUISITE SKILLS: recognizes stove, burners, and knobs, manipulates with hands and arms

MATERIALS REQUIRED: stove with burners and knobs

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp knob with one hand.
2. Turn knob slowly until burner goes on.
3. Adjust burner to proper temperature (height of flame).
4. Release knob.



Michelle Shuster
August 1976

PREPARATION OF SIMPLE MEALS

MAKES AND BUTTERS TOAST

PREREQUISITE SKILLS: recognizes bread, knife, butter, toaster; manipulates with fingers and hands (pick up, hold, push), spreads with knife

MATERIALS REQUIRED: bread, butter, knife, toaster, plate

RECOMMENDED INSTRUCTIONAL APPROACH: modeling

TASK ANALYSIS:

1. Pick up one slice of bread in one hand.
2. Place bread in toaster.
3. With finger, push down knob on toaster.
4. When toaster pops up, pick up slice of toasted bread from toaster and place it on plate so that it is lying flat.
5. Pick up knife and hold at handle.
6. With butter knife in hand, place knife into butter container.
7. With butter knife, scoop butter onto knife so that it doesn't fall.
8. Hold slice of toast in free hand.
9. Bring butter knife over to slice of toast and begin using left to right strokes on the piece of toast.
10. Once one side of toast is buttered, put knife down on counter.
11. Hold buttered toast in hand ready to eat.

Carolina Ruccolo
December 1976

PREPARATION OF SIMPLE MEALS

PREPARES COLD CEREAL WITH MILK

PREREQUISITE SKILLS: recognizes cereal, bowl, milk; manipulates with hands and arms; understands taking appropriate amounts of food

MATERIALS REQUIRED: cereal, bowl, milk

RECOMMENDED INSTRUCTIONAL APPROACH: modeling or fading of assistance

TASK ANALYSIS:

1. Slip a finger from each hand under each of top flaps on cereal box.
2. Open cereal box (lift flaps).
3. Release flaps.
4. Grasp inner bag.
5. Unfold inner bag.
6. Release inner bag.
7. Grasp cereal box.
8. Pick up cereal box.
9. Tilt box.
10. Shake out cereal into bowl.
11. Right box.
12. Place box down.
13. Release box.
14. Grasp inner bag.
15. Fold inner bag.
16. Release inner bag.
17. Grasp top flaps.
18. Close cereal box by slipping tab back into slit on top flaps.
19. Release flaps.
20. Grasp milk carton with single hand.
21. Open carton spout with other hand.
22. Pick up carton.
23. Tilt carton.
24. Pour milk in bowl over cereal.
25. Right carton.
26. Place carton down.
27. Close carton.
28. Release carton.

Michelle Shuster
August 1976

PREPARATION OF SIMPLE MEALS

PREPARES COOKED CEREAL

PREREQUISITE SKILLS: recognizes cereal, bowl, pot with cover, spoon measuring cup, sink, stove, potholder; manipulates with hands and arms; uses timer (or tells time); measures; follows package directions

MATERIALS REQUIRED: cereal, bowl, pot with cover, spoon, measuring cup, sink, stove, potholder

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp water faucet knob.
2. Turn on water.
3. Release knob.
4. Grasp measuring cup.
5. Pick up measuring cup.
6. Put measuring cup under running water.
7. Remove from water when filled as far as directions indicate.
8. Grasp knob.
9. Turn off water.
10. Release knob.
11. Pour measured water into pot.
12. Put down measuring cup.
13. Release measuring cup.
14. Grasp pot by handle.
15. Put pot on burner.
16. Release pot.
17. Grasp burner knob.
18. Turn on burner.
19. Release burner knob.
20. Grasp cereal package.
21. Open up cereal package.
22. Grasp measuring cup.
23. Pick up measuring cup.
24. Measure out cereal (as directed on package into cup).
25. Pour cereal into pot when water boils.
26. Put down measuring cup.
27. Release measuring cup.
28. Put down cereal package.
29. Close cereal package.
31. Grasp spoon.
32. Pick up spoon.
33. Put spoon into pot.
34. Stir cereal.
35. Remove spoon from pot.
36. Put down spoon.
37. Release spoon.
38. Grasp cover of pot.
39. Put cover on pot.
40. Release cover.
41. Cook cereal as long as package directs.
42. Grasp burner knob.
43. Turn off burner.
44. Release burner knob.
45. Grasp potholder.
46. Pick up potholder.
47. Take cover off pot using potholder.
48. Place cover down.
49. Release cover.
50. Grasp pot handle using potholder.
51. Pick up pot.
52. Grasp spoon.
53. Pick up spoon.
54. Spoon cut cereal into bowl.
55. Put spoon down.
56. Release spoon.
57. Put pot down.
58. Release pot.
59. Put potholder down.
60. Release potholder.
61. Add other ingredients to taste - milk, sugar, or honey, salt, butter.

Michelle Shuster
August 1976

PREPARATION OF SIMPLE MEALS

PREPARES CAKE FROM MIX

PREREQUISITE SKILLS: recognizes cake mix, mixer and bowl (or spoon), paper towel, rubber spatula, water, pan, flour, butter, (or other greasing substance), eggs, oven, potholders, measuring cup, sink, rack (optional); discriminates cooked from uncooked; manipulates with hands; uses kitchen timer, measures; reads package directions.

MATERIALS REQUIRED: cake mix, mixer and bowl (or spoon), paper towel, rubber spatula, water, pan, flour, butter (or other greasing substance), eggs, oven, potholder, measuring cup, sink, rack (optional)

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

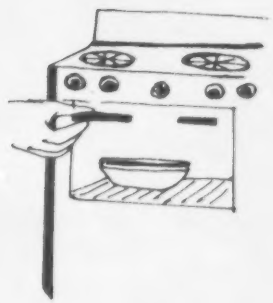
TASK ANALYSIS:

1. Grasp oven temperature knob.
2. Turn on oven to temperature printed on package.
3. Release knob.
4. Grasp knife.
5. Cut approximately one tablespoon of butter.
6. Release knife.
7. Grasp paper towel.
8. Pick up butter with paper towel.
9. Lift paper towel out of butter.
10. Grasp pan with other hand.
11. Rub sides and bottom of pan with butter on paper towel.
12. Put down paper towel.
13. Release paper towel.
14. Grasp flour package.
15. Put a small amount of flour in pan.
16. Release flour package.
17. Tilt pan so that bottom and sides become dusted with flour.
18. Put down pan.
19. Release pan.
20. Grasp cake mix.
21. Open cake mix.
22. Pour contents into bowl.
23. Put down box.
24. Release box.
25. Go to sink.
26. Grasp water faucet knobs.
27. Turn on water.
28. Grasp measuring cup in other hand.
29. Place under running water.
30. Fill to amount listed on package.
31. Remove measuring cup from water.
32. Release water faucet knobs.
33. Pour water into bowl.
34. Put down measuring cup.
35. Release measuring cup.
36. Grasp the number of eggs listed on package one at a time.
37. Crack eggs on side of bowl.
38. Hold shell open and drop eggs into bowl.
39. Throw away egg shells.
40. Grasp mixer cord (or grasp spoon).
41. Plug in mixer (or pick up spoon).
42. Release cord.
43. Grasp bowl.
44. Put bowl on mixer (or on counter next to mixer).
45. Release bowl.
46. Grasp beaters.
47. Put into mixer.
48. Put beaters down into bowl.
49. Release beaters.
50. Grasp speed lever.
51. Turn on mixer to low speed.
52. Release lever.
53. Grasp rubber spatula.
54. Pick up rubber spatula.
55. Blend contents of bowl using rubber spatula to scrape sides.
56. Grasp speed lever.
57. Turn to medium speed.
58. Release lever.
59. Beat on medium speed for as long as package directs using rubber spatula to scrape sides (or stir with spoon until batter is smooth)
60. Grasp speed lever.

PREPARES CAKE FROM MIX (CON'T)

61. Turn mixer off.
62. Release lever.
63. Lift up beaters.
64. Scrape batter off of beaters with rubber spatula.
65. Grasp plug.
66. Unplug mixer.
67. Release plug.
68. Grasp beaters.
69. Take out beaters.
70. Place down in sink.
71. Release beaters.
72. Grasp bowl.
73. Pour contents into cake pan.
74. Scrape sides of bowl with rubber spatula (or with spoon).
75. Hit spatula on side of bowl to put mix into bowl.
76. Smooth mix in pan until evenly distributed.
77. Put down rubber spatula in sink (or put down spoon in sink).
78. Release rubber spatula (or release spoon).
79. Put down bowl in sink.
80. Release bowl.
81. Grasp pan.
82. Grasp oven door with other hand.
83. Open oven door.
84. Place pan in oven.
85. Release pan.
86. Close oven door.
87. Release oven door.
88. Bake as long as package directs.
89. Go to sink while cake is baking.
90. Grasp water faucet knobs.
91. Turn on water.
92. Release knobs.
93. Wash beaters, bowl, and rubber spatula.
94. Grasp water faucet knobs.
95. Turn off water.
96. Release knobs.
97. Dry washed items or place in dish drainer.
98. Grasp oven door when cake has baked indicated time.
99. Open oven door.
100. Grasp potholder.
101. Pull oven rack out using pot-holder.
102. Release door.
103. Release pot holder.
104. Touch cake lightly in center.
105. Leave cake in oven if it does not spring back (check cake again in a few minutes).
106. Grasp potholders if cake springs back.

107. Pick up pan using potholders.
108. Put cake down on rack or on top of burner.
109. Release pan.
110. Put down pot holders.
111. Release pot holders.
112. Grasp oven door.
113. Close door.
114. Release door.
115. Turn off oven.
116. Allow cake to cool.
117. Grasp pan when cool.
118. Remove cake from pan if desired.
119. Place on plate.



Michelle Shuster
August 1976

PREPARATION OF SIMPLE MEALS

PREPARES TOASTER WAFFLES

PREREQUISITE SKILLS: recognizes waffles, toaster and its parts (setting switch and lever), syrup; manipulates with hands and arms; understands taking appropriate amounts of food

MATERIALS REQUIRED: waffles, butter, syrup, toaster, plate, knife

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp waffles.
2. Pick up waffles.
3. Place one in each slot of toaster.
4. Release waffles.
5. Grasp setting switch.
6. Move switch to proper setting for desired darkness.
7. Release switch.
8. Grasp lever on toaster.
9. Push lever down all the way.
10. Release lever.
11. Wait for waffles to pop up.
12. Grasp waffles by tips.
13. Put on plate.
14. Release waffles.
15. Grasp knife.
16. Slice off butter.
17. Place on waffles.
18. Spread around evenly until butter is melted.
19. Place knife down.
20. Release knife.
21. Grasp syrup.
22. Pick up syrup.
23. Pour lightly on waffles.
24. Put down syrup.
25. Release syrup.

Michelle Shuster
August 1976

PREPARATION OF SIMPLE MEALS

PREPARES FROZEN ORANGE JUICE

PREREQUISITE SKILLS: recognizes orange juice, container, sink, can opener, spoon; dissolved from undissolved; manipulates with hands and arms; uses can opener

MATERIALS REQUIRED: orange juice, container, sink, can opener, spoon

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Grasp can opener with one hand.
2. Pick up can opener.
3. Open orange juice can.
4. Put down can opener.
5. Release can opener.
6. Grasp orange juice can with one hand.
7. Pick up orange juice can.
8. Tilt can over container.
9. Pour orange juice into container.
10. Grasp spoon with other hand.
11. Pick up spoon.
12. Scrape out orange juice with spoon.
13. Put down spoon.
14. Bring empty orange juice can to sink.
15. Grasp water faucet knob for cold water.
16. Turn on water.
17. Release knob.
18. Fill orange juice can with water.
19. Pour into container.
20. Fill can two more times.
21. Pour water into container.
22. Grasp water knob.
23. Turn off water.
24. Release knob.
25. Dispose of orange juice can in garbage can.
26. Grasp spoon.
27. Pick up spoon.
28. Stir orange juice briskly until it is dissolved.
29. Put down spoon.

PREPARATION OF SIMPLE MEALS

PREPARES FRIED EGG

PREREQUISITE SKILLS: recognizes eggs, frying pan, spatula, knife, butter (or Crisco), plate, stove; discriminates cooked from uncooked; manipulates with hands and arms

MATERIALS REQUIRED: eggs, frying pan, spatula, knife, butter, (or Crisco), plate, stove

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Grasp knife.
2. Pick up knife.
3. Slice butter with knife (or scoop out Crisco).
4. Drop butter in frying pan.
5. Put down knife.
6. Grasp burner knob.
7. Turn on burner to low heat.
8. Release burner knob.
9. Grasp pan.
10. Place pan on burner.
11. Wait for butter to melt.
12. Shake pan to spread butter throughout the pan.
13. Grasp one egg.
14. Pick up egg.
15. Crack egg over pan.
16. Pour egg gently into pan from shell.
17. Throw away egg shell.
18. Grasp spatula.
19. Pick up spatula.
20. Slip spatula under egg.
21. Turn egg over with spatula when on side is done.
22. Put down spatula.
23. Let other side cook.
24. Grasp spatula.
25. Pick up spatula.
26. Slip under egg.
27. Hold spatula with egg level.
28. Take egg out of pan.
29. Put egg over plate.
30. Turn spatula over.
31. Let egg fall onto plate.
32. Put down spatula in sink.
33. Grasp burner knob.
34. Turn off burner.
35. Release burner knob.
36. Season the egg to taste.

Michelle Shuster
August 1976

PREPARATION OF SIMPLE MEALS

PREPARES SANDWICH WITH MEAT

PREREQUISITE SKILLS: recognizes meat, bread, condiment, knife; manipulates with hands and arms; unscrews lids

MATERIALS REQUIRED: meat, bread, condiment (if desired), knife

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp two slices of bread.
2. Place the bread side by side.
3. Secure condiment jar with hand.
4. Grasp lid of jar with free hand.
5. Unscrew lid.
6. Place lid down.
7. Grasp knife with one hand.
8. Pick up knife.
9. Dip knife into condiment.
10. Lift up knife, holding level.
11. Bring knife to bread.
12. Turn knife over onto bread.
13. Spread condiment on both pieces of bread.
14. Put down knife.
15. Grasp jar lid.
16. Place lid onto jar.
17. Secure jar with free hand.
18. Screw lid tightly on.
19. Grasp meat slice.
20. Pick up meat slice.
21. Put down meat on one piece of bread.
22. Slip hand under other piece of bread.
23. Pick up other piece of bread.
24. Place condiment side of bread down on meat.

Michelle Shuster
August 1976

363

PREPARATION OF SIMPLE MEALS

PREPARES CANNED FRUIT

PREREQUISITE SKILLS: recognizes can opener, bowl, canned fruit, spoon; manipulates with hands and arms; uses can opener

MATERIALS REQUIRED: can opener, bowl, spoon, canned fruit

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Grasp can opener.
2. Secure can with free hand.
3. Open can.
4. Put down can opener.
5. Grasp lid of can.
6. Remove lid from can.
7. Place lid down.
8. Pick up can.
9. Tilt can above bowl.
10. Pour out can contents into bowl.
11. Grasp spoon.
12. Pick up spoon.
13. Scrape remaining fruit from can into bowl.
14. Put down spoon.
15. Put down can.

Michelle Shuster
August 1976

364

PREPARATION OF SIMPLE MEALS

PREPARES FROZEN VEGETABLES

PREREQUISITE SKILLS: recognizes frozen vegetables, pot, sink, salt, pepper, vegetable spoon, bowl, stove, knife, fork, butter, pot holder, measuring cup and spoon; discriminates boiling from not, tender from hard; manipulates with hands and arms; measures

MATERIALS REQUIRED: frozen vegetables, pot, sink, salt, pepper, vegetable spoon, bowl, stove, knife, fork

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Grasp water faucet knob.
2. Turn knob for running water.
3. Grasp measuring cup.
4. Pick up measuring cup.
5. Place ½ cup of water into measuring cup.
6. Grasp water knob with free hand.
7. Turn knob to stop water.
8. Pour water from cup into pot.
9. Put measuring cup into sink.
10. Grasp pot by handle.
11. Put pot on stove.
12. Grasp burner knob.
13. Turn on burner.
14. Let water reach boiling.
15. Grasp salt container.
16. Open salt container.
17. Grasp ¼ teaspoon measure with other hand.
18. Hold ¼ teaspoon level and upright.
19. Pour salt into ¼ teaspoon till level (full).
20. Add salt to water.
21. Put down salt and teaspoon.
22. Grasp vegetable box.
23. Open vegetable box.
24. Take out vegetables from box.
25. Put down box on table.
26. Place vegetables in pot with the water.
27. Continue to boil for about a second longer.
28. Grasp burner knob.
29. Turn heat down to simmer.
30. Grasp cover of pot.
31. Put cover onto pot.
32. Cook vegetables until tender (see directions on box for exact cooking time).
33. Grasp burner knob.
34. Turn burner off.
35. Grasp potholder.
36. Pick up potholder.
37. Remove cover with potholder.
38. Place pot cover down.
39. Grasp pot with potholder.
40. Grasp vegetable spoon with free hand.
41. Pick up vegetable spoon.
42. Scoop up vegetables from pot using vegetable spoon.
43. Place vegetables into bowl.
44. Put down vegetable spoon.
45. Set pot down.
46. Release pot handle.
47. Put down potholder.
48. Grasp knife.
49. Pick up knife.
50. Slice butter (desired amount).
51. Put butter on vegetables.
52. Pick up salt/pepper shaker with free hand.
53. Season with salt and/or pepper shaking it onto vegetables.
54. Put down shaker(s).
55. Stir vegetables with spoon.
56. Put spoon down.

Shelle Shuster
August 1976

PREPARATION OF SIMPLE MEALS

PREPARES SIMPLE SALAD

PREREQUISITE SKILLS: recognizes lettuce, tomatoes, cucumbers, knife, bowl, salad dressing, sink; discriminates cold from hot; manipulates with hands and arms

MATERIALS REQUIRED: lettuce, tomatoes, cucumbers, knife, bowl, salad dressing, sink

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp cold water faucet knob.
2. Turn on cold water at sink.
3. Grasp vegetables one at at time.
4. Put each under water to clean.
5. Take out of water.
6. Shake off excess water.
7. Place each vegetable down.
8. Grasp knob.
9. Turn off water.
10. Grasp lettuce.
11. Break up lettuce with hands.
12. Place in bowl.
13. Grasp knife.
14. Pick up knife.
15. Hold cucumbers on plate.
16. Slice cucumbers.
17. Place slices in bowl.
18. Grasp tomatoes.
19. Slice tomatoes.
20. Place slices in bowl.
21. Mix lightly with knife.
22. Place knife down.
23. Grasp salad dressing jar.
24. Pick up salad dressing jar.
25. Grasp top of salad dressing jar.
26. Open salad dressing by turning top.
27. Place top down.
28. Tilt salad dressing jar.
29. Pour salad dressing lightly over salad.
30. Right salad dressing jar.
31. Place salad dressing jar down.

Michelle Shuster
August 1976

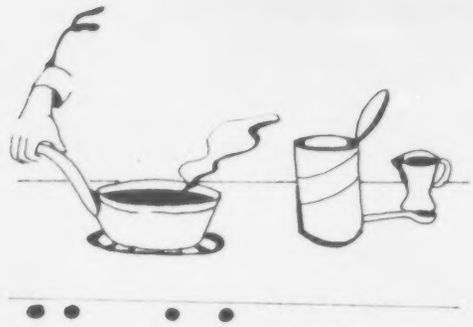
PREPARATION OF SIMPLE MEALS

PREPARES CANNED DINNERS

PREREQUISITE SKILLS: recognizes canned dinner, can opener, bowl, ladle, pot, stove, spoon, potholder, water or milk, (if needed); manipulates with hands and arms; uses can opener

MATERIALS REQUIRED: canned dinner, can opener, bowl, ladle, pot, stove, spoon, potholder, water or milk (if needed)

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping



TASK ANALYSIS:

1. Grasp can opener.
2. Pick up can opener.
3. Secure can with other hand.
4. Open canned dinner.
5. Put down can opener.
6. Grasp lid of can.
7. Remove lid from can.
8. Put lid down.
9. Pick up can.
10. Tilt can over pot.
11. Pour contents into pot.
12. Grasp spoon.
13. Pick up spoon.
14. Scrape remaining contents from can into pot.
15. Put down spoon.
16. Put down can.
17. Grasp milk.
18. Pick up milk (or water) if needed.
19. Pour appropriate amount into pot.
20. Put down milk (or water).
21. Grasp pot.
22. Pick up pot.
23. Put pot on stove burner.
24. Grasp burner knob.
25. Turn on burner to desired temperature (or height of flame).
26. Grasp spoon.
27. Pick up spoon.
28. Hold spoon in pot.
29. Stir contents of pot.
30. Remove spoon from pot.
31. Put spoon down.
32. Grasp cover to pot.
33. Cover pot if necessary.
34. Grasp burner knob, when food is thoroughly heated.
35. Turn off burner.
36. Release burner knob.
37. Grasp potholder.
38. Pick up potholder.
39. Using potholder, remove pot from stove.
40. Place pot down on appropriate surface.
41. Put down potholder.
42. Grasp ladle.
43. Pick up ladle.
44. Pour contents of pot into bowl using ladle.
45. Put down ladle.

Michelle Shuster
August 1976

PREPARATION OF SIMPLE MEALS

PREPARES PACKAGED SOUP

PREREQUISITE SKILLS: recognizes pot, bowl, spoon, soup, sink, potholder, measuring cup; manipulates with hands and arms; uses timer (or can tell time); measures; reads package directions

MATERIALS REQUIRED: pot, bowl, spoon, soup, sink, stove, potholder, measuring cup

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp water faucet knob.
2. Turn on water.
3. Grasp measuring cup.
4. Pick up measuring cup.
5. Put measuring cup under running water.
6. Remove from water when filled as far as directions indicate.
7. Grasp knob with free hand.
8. Turn off water.
9. Pour measured water into pot.
10. Put down measuring cup.
11. Grasp pot.
12. Put pot on burner.
13. Grasp burner knob.
14. Turn on burner.
15. Grasp package of soup.
16. Open package.
17. Pour contents into pot when water boils.
18. Put down empty package.
19. Release package.
20. Grasp spoon.
21. Pick up spoon.
22. Bring spoon into pot.
23. Stir soup.
24. Remove spoon from pot.
25. Put down spoon.
26. Grasp burner knob.
27. Turn off burner when soup has cooked as long as directions indicate.
28. Grasp potholder.
29. Pick up potholder.
30. Grasp pot handle using potholder.
31. Pick up pot.
32. Grasp spoon with free hand.
33. Pick up spoon (or ladle).
34. Spoon out soup into bowl.
35. Put down spoon.
36. Put down pot.
37. Put down potholder.

Michelle Shuster
August 1976

PREPARATION OF SIMPLE MEALS

PREPARES BEVERAGES (ORANGE JUICE)

PREREQUISITE SKILLS: recognizes orange juice can, sink, spoon, pitcher, glass; discriminates hot from cold; manipulates with hands and arms; counts 3 cans of water

MATERIALS REQUIRED: can of orange juice, sink, long-handled spoon, pitcher, glass

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp can of orange juice around middle with one hand.
2. Grasp plastic seal from can with other hand.
3. Pull plastic seal from can.
4. Throw away plastic seal.
5. Grasp top of can.
6. Lift top off of can.
7. Place top down.
8. Empty orange juice concentrate into pitcher.
9. Grasp water faucet knob (cold).
10. Turn on water.
11. Place can under running water.
12. Fill can to top.
13. Empty can of water into pitcher.
14. Repeat steps 14-15 two more times.
15. Throw away empty can.
16. Grasp spoon.
17. Pick up spoon.
18. Stir contents in pitcher with spoon.
19. Place spoon in sink.
20. Grasp pitcher.
21. Pick up pitcher.
22. Pour juice into glass (do not overfill).
23. Put down pitcher.

Sheryl Gwynne
December 1976

PREPARATION OF SIMPLE MEALS

PREPARES CANNED VEGETABLES

PREREQUISITE SKILLS: recognizes canned vegetables, pot with cover, bowl, potholder, vegetable spoon, knife, spoon; discriminates heated from unheated; manipulates with hands and arms; uses can opener

MATERIALS REQUIRED: canned vegetable, pot with cover, bowl, potholder, vegetable spoon, knife, spoon butter, salt, pepper, can opener, stove

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp can opener.
2. Open can.
3. Put down can opener.
4. Release can opener.
5. Grasp lid from can.
6. Remove lid.
7. Throw lid into trash can.
8. Grasp can.
9. Pick up can.
10. Tilt can over pot.
11. Pour contents into pot.
12. Grasp spoon.
13. Pick up spoon.
14. Scrape remaining contents into pot.
15. Put down spoon.
16. Release spoon.
17. Throw can into trash can.
18. Grasp pot.
19. Put pot on burner.
20. Release pot.
21. Grasp cover of pot.
22. Put cover on pot.
23. Release cover.
24. Grasp burner knob.
25. Turn on burner to low heat.
26. Release burner knob.
27. Cook vegetable until heated thoroughly.
28. Grasp burner knob.
29. Turn off burner.
30. Release burner knob.
31. Grasp potholder.
32. Pick up potholder.
33. Grasp cover with potholder.
34. Remove cover.
35. Put cover down.
36. Release cover.
37. Grasp pot with potholder.
38. Grasp vegetable spoon.
39. Pick up vegetable spoon.
40. Place vegetables in bowl using vegetable spoon.
41. Put down vegetable spoon.
42. Release vegetable spoon.
43. Release pot.
44. Put down potholder.
45. Release potholder.
46. Grasp knife.
47. Pick up knife.
48. Slice butter.
49. Put butter on vegetables.
50. Season with salt and pepper.
51. Stir with knife.
52. Put down knife.
53. Release knife.

Michelle Shuster
August 1976

PREPARATION OF SIMPLE MEALS

PREPARES JELLO

PREREQUISITE SKILLS: recognizes jello, measuring cup, pot or tea kettle, serving cups, sink, potholder, stove, bowl, refrigerator, spoon; discriminates hot from cold, boiling from non-boiling, dissolved from undissolved, set from liquid-like; manipulates with hands and arms; measures

MATERIALS REQUIRED: jello, measuring cup, pot or tea kettle, serving cups, sink, stove, refrigerator, bowl, spoon

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp pot (or kettle).
2. Pick up pot.
3. Bring to sink.
4. Grasp water knob with free hand.
5. Turn on water.
6. Release knob.
7. Put pot under running water.
8. Take pot away from water when it is about half full.
9. Grasp knob.
10. Turn off water.
11. Release knob.
12. Bring pot to stove.
13. Place pot on burner.
14. Release pot.
15. Grasp burner knob.
16. Turn on burner.
17. Release burner knob.
18. Grasp jello box.
19. Open up jello box.
20. Pour contents into bowl.
21. Put down jello box.
22. Release jello box.
23. Grasp burner knob.
24. When water boils, turn off burner.
25. Release burner knob.
26. Grasp potholder.
27. Pick up potholder.
28. Grasp pot handle with holder.
29. Pick up pot.
30. Grasp measuring cup.
31. Pick up cup with free hand.
32. Measure 1 cup water from pot.
33. Pour into bowl.
34. Put down pot and potholder.
35. Release pot and potholder.
36. Put down measuring cup.
37. Release measuring cup.
38. Grasp spoon.
39. Pick up spoon.
40. Stir jello until it is dissolved.
41. Put down spoon.
42. Release spoon.
43. Grasp measuring cup.
44. Pick up measuring cup.
45. Grasp water knob with free hand.
46. Turn on cold water.
47. Release knob.
48. Measure one cup of water from faucet.
49. Grasp water knob.
50. Turn off water.
51. Release knob.
52. Pour cup of water into bowl.
53. Put down measuring cup.
54. Release measuring cup.
55. Grasp spoon.
56. Pick up spoon.
57. Stir jello.
58. Pour or spoon jello into serving cups.
59. Put down spoon.
60. Release spoon.
61. Grasp refrigerator door.
62. Pull handle to open door.

PREPARES JELLO (CONT'D)

63. Release door.
64. Grasp each serving cup.
65. Raise each cup separately.
66. Place each cup in refrigerator.
67. Release each serving cup.
68. Grasp door.
69. Push door to close.
70. Release door.
71. Allow jello to set.

Michelle Shuster
August 1976

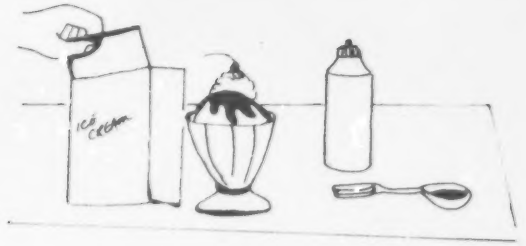
PREPARATION OF SIMPLE MEALS

PREPARES DESSERTS (ICE CREAM SUNDAES)

PREREQUISITE SKILLS: recognizes ice cream, serving spoon or scoop, sauce, nuts, whipped cream or marshmallow, ladle or spoon for sauce, dish, cherry, spoon to eat with; manipulates with hands and arms; unscrews lid

MATERIALS REQUIRED: ice cream, serving spoon or scoop, sauce, nuts, whipped cream or marshmallow, ladle or spoon for sauce, dish, cherry, spoon to eat with

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling



TASK ANALYSIS:

1. Grasp ice cream container by top flaps.
2. Pull top flaps apart (or pull cover off).
3. Grasp inner flaps.
4. Lifts up inner flaps.
5. Grasp ice cream container around middle.
6. Grasp serving spoon or scoop.
7. Pick up serving spoon.
8. Spoon out ice cream into dish (two scoops or large spoonfuls).
9. Put down serving spoon
10. Grasp inner flaps (or grasp cover).
11. Push down inner flaps (or cover container).
12. Grasp top flaps.
13. Place top of one flap inside slot of other flap.
14. Grasp sauce jar around middle with one hand.
15. Grasp lid of sauce jar with other hand.
16. Turn lid to open sauce.
17. Remove lid.
18. Place lid down.
19. Grasp ladle (or spoon).
20. Pick up ladle.
21. Dip ladle into sauce.
22. Lift up ladle holding level so nothing spills.
23. Pours sauce over ice cream in bowl.
24. Put down ladle.
25. Grasp lid.
26. Place on sauce jar.
27. Turn lid until it is tightly on jar.
28. Grasp whipped cream container (or grasp spoon to serve marshmallow).
29. Pick up container (or pick up spoon)
30. Grasp container top with other hand.
31. Pull off top.
32. Place top down.
33. Shake whip cream can.
34. Point can toward ice cream (or dip spoon in marshmallow)
35. Push down on nozzle on top (or lift up spoon holding level so nothing spills).
36. Move can around so that whipped cream covers ice cream in a pyramid shape (or put on ice cream).
37. Put down can (or put down spoon).
38. Grasp top of container.
39. Place on container.
40. Push down until it snaps on container.
41. Grasp nuts.
42. Pick up nuts.
43. Sprinkle on sundae.
44. Grasp cherry.
45. Pick up cherry.
46. Place on top of sundae.
47. Grasp spoon.
48. Pick up spoon.
49. Eat sundae.

Michelle Shuster
August 1976

PREPARATION OF SIMPLE MEALS

USES BOTTLE OPENER

PREREQUISITE SKILLS: recognizes bottle opener, bottle; manipulates with hands and arms

MATERIALS REQUIRED: bottle, bottle opener

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp back end of bottle opener with dominant hand.
2. Pick up bottle opener.
3. Grasp bottle base with other hand.
4. Place bottle opener with prong underneath top of bottle and rest of bottle opener on top.
5. Apply pressure on front end of bottle opener while lifting up the back part until top opens.
6. Remove top from bottle.
7. Put the top down.
8. Put down bottle opener.

Michelle Shuster
August 1976

PREPARATION OF SIMPLE MEALS

USES KITCHEN TIMER

PREREQUISITE SKILLS: recognizes kitchen timer; manipulates with hands; reads numbers or can match number (time) on package directions to number on timer.

MATERIALS REQUIRED: kitchen timer and package directions with time specified

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp kitchen timer with one hand.
2. Grasp dial of timer with other hand.
3. Turn dial past 15 minutes setting to start it.
4. Turn dial to time specified on package directions.
5. Place timer down.

Michelle Shuster
February 1977

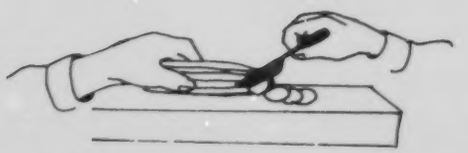
PREPARATION OF SIMPLE MEALS

PARES VEGETABLE WITH KNIFE

PREREQUISITE SKILLS: recognizes vegetable to be pared, knife, garbage can, sink; discriminates the top from the bottom, toward body from away from body, open from closed; manipulates with hands and arms

MATERIALS REQUIRED: vegetable, knife, garbage can, sink

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping or fading of assistance



TASK ANALYSIS:

1. Grasp vegetable in one hand.
2. Pick up vegetable.
3. Grasp knife in other hand.
4. Pick up knife.
5. Place knife on vegetable pointing away from oneself at top of vegetable.
6. Slice down the vegetable lengthwise to the bottom (thin slice).
7. Place knife back at top of vegatable next to where slice was just made.
8. Slice down again.
9. Continue slicing until the complete outer layer of vegetable is off.
10. Put vegetable down.
11. Hold vegetable.
12. Place knife on end of vegetable.
13. Slice off end.
14. Place knife on other end of vegetable.
15. Slice off end.
16. Put down knife.
17. Grasp water faucet knob.
18. Turn on water.
19. Pick up vegetable.
20. Put under running water to rinse.
21. Take out from under water.
22. Grasp knob.
23. Turn off water.
24. Put down vegetable.
25. Grasp cover to garbage can.
26. Lift up cover.
27. Place down cover.
28. Grasp peelings from vegetables.
29. Throw away peelings.
30. Grasp cover.
31. Pick up cover.
32. Close garbage can.

Michelle Shuster
August 1976

GENERAL HOME MAINTENANCE

TAKES OUT LIGHT BULBS

PREREQUISITE SKILLS: recognizes light bulb; discriminates "on" position from "off" position of switch; manipulates with hands and arms

MATERIALS REQUIRED: light bulb in fixture and light switch for that light

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Turn light switch off.
2. Hold covering to light with one hand (if light has one).
3. Grasp screw to covering with other hand.
4. Unscrew covering.
5. Place screw down.
6. Place covering carefully down.
7. Grasp light bulb gently.
8. Turn light bulb counter-clockwise until it is free from socket.
9. Throw away light bulb.

Michelle Shuster
August 1976

GENERAL HOME MAINTENANCE

PUTS IN LIGHT BULBS

PREREQUISITE SKILLS: recognizes light bulb, light fixture, and light switch for that light; discriminates when bulb is in socket tightly; manipulates with hands and arms

MATERIALS REQUIRED: light bulb, light fixture, and light switch for that light.

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Turn off light switch.
2. Hold covering to light with one hand (if there is one).
3. Grasp screw to covering with other hand.
4. Unscrew covering.
5. Place screw down.
6. Place covering down gently.
7. Grasp old light bulb.
8. Unscrew bulb counter-clockwise till out of socket.
9. Dispose of bulb properly.
10. Pick up new light bulb.
11. Put light bulb into socket.
12. Turn bulb clockwise until it is in socket tightly.
13. Pick up light fixture covering.
14. Place light fixture covering over fixture.
15. Pick up screw.
16. Screw covering back in place.
17. Release covering.
18. Turn on light to see if light bulb works.

Michelle Shuster
August 1976

CHANGING A LIGHTBULB

PREREQUISITE SKILLS: manipulates fingers and hands (to grasp, turn, pull, push, lift, lower)

MATERIALS REQUIRED: two light bulbs, two lamps, table

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Check to see if light is off.
2. Pull out plug from socket.
3. Grasp light bulb in the lamp.
4. Turn light bulb to the left.
5. Pull light bulb out when it it is screwed out all the way.
6. Place light bulb down.
7. Pick up new light bulb from table.
8. Hold metal piece of light bulb upward.
9. Raise light bulb to the socket of the lamp.
10. Push light bulb into socket.
11. Turn light bulb to the right until it stops.
12. Release light bulb.
13. Plug in plug.
14. Turn on switch on lamp (to see if it works).
15. Turn off light if it is not needed immediately.

Adele McSpadden
December 1976

OPENS LOCKED DOORS

PREREQUISITE SKILLS: recognizes lock and key; discriminates locked from unlocked, vertical from horizontal; manipulates with hands and arms

MATERIALS REQUIRED: door with lock and key

RECOMMENDED INSTRUCTIONAL APPROACH: backward chaining

TASK ANALYSIS

1. Pick up appropriate key for lock.
2. Hold key in horizontal position.
3. Insert key into key hole.
4. Turn key until click is heard.
5. Take key out of lock.
6. Grasp door knob.
7. Turn knob.
8. Push or pull open door.
9. Put key in appropriate place.

Linda Hope
August 1976

GENERAL HOME MAINTENANCE

HANGS CURTAIN

PREREQUISITE SKILLS: recognizes curtain and rod; discriminates front from back of curtain; manipulates with hands and arms

MATERIALS REQUIRED: curtain, rod

RECOMMENDED INSTRUCTIONAL APROACH: backchaining

TASK ANALYSIS:

1. Grasp curtain.
2. Hold slip hole of curtain with one hand so that curtain is facing proper way for hanging.
3. Grasp rod with other hand.
4. Detach one rod end.
5. Slip rod through curtain hole until curtain is completely on rod.
6. Push curtain rod down as far as it will go.
7. Release curtain.
8. Grasp other curtain.
9. Hold slip hole with one hand.
10. Slip rod through curtain hole until curtain is completely on rod.
11. Push curtain rod down next to other curtain.
12. Release curtain.
13. Attach rod end.
14. Adjust curtain so that entire rod is covered by hanging curtain.

Linda Hope
August 1976

GENERAL HOME MAINTENANCE

USES PLUNGER

PREREQUISITE SKILLS: recognizes plunger and blocked area; discriminates up from down, blocked from clear; manipulates with hands and arms

MATERIALS REQUIRED: plunger

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp plunger.
2. Place plunger at opening of backed passage or blocked area.
3. Place both hands at handle top.
4. Push down and up on plunger over passage area until blocked area is clear.
5. Put plunger down.
6. Grasp water faucet knob (or grasp flusher on toilet).
7. Turn knob for running water (or push flusher down).
8. Rinse area that was blocked up and check that water flows through.
9. Turn knob to stop water (or let flusher up).
10. Release knob (or release flusher).

Linda Hope
August 1976

GENERAL HOME MAINTENANCE

CHANGES FUSE

PREREQUISITE SKILLS: recognizes fuse box, blown out fuse, new fuse; discriminates working fuse from blown out fuse; manipulates with hands and arms; has knowledge of safety

MATERIALS REQUIRED: fuse box, blown out fuse, new fuse

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with modeling

TASK ANALYSIS:

1. Open fuse box.
2. Identify blown fuse.
3. Grasp blown out fuse.
4. Unscrew blown out fuse.
5. Put down blown out fuse.
6. Pick up new fuse.
7. Place in fuse socket.
8. Screw in new fuse.
9. Close fuse box.

Michelle Shuster
August 1976

393

GENERAL HOME MAINTENANCE

TURNS ON/OFF RADIO

PREREQUISITE SKILLS: recognizes radio and on/off switch; discriminates "on" position from "off" position of switch; manipulates with hands

MATERIALS REQUIRED: radio

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with fading of assistance

TASK ANALYSIS:

1. Grasp on/off switch.
2. Move switch to "on" position to turn radio on.
3. Release switch.
4. Grasp switch.
5. Move switch to "off" position to turn radio off.
6. Release switch.

Michelle Shuster
August 1976

394

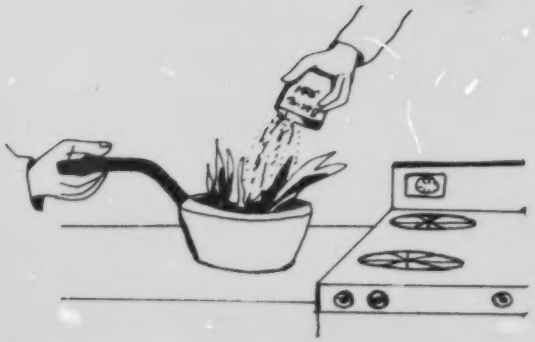
GENERAL HOME MAINTENANCE

PUTS OUT GREASE FIRE

PREREQUISITE SKILLS: recognizes fire in pot, baking soda, pot holder, sink, detergent, cleaner, towel, sponge, stove; discriminates when fire is out; manipulates with hands and arms

MATERIALS REQUIRED: pot with fire in it, baking soda, pot holder, sink, cleaner, towel, sponge, stove, detergent

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping



TASK ANALYSIS:

1. Pick up baking soda.
2. Open baking soda.
3. Pour on fire.
4. Pick up pot holder.
5. Pick up pot with potholder when fire is out.
6. Bring pot to sink.
7. Put down pot in sink.
8. Put down pot holder.
9. Turn on water.
10. Pick up sponge.
11. Grasp detergent.
12. Pour small amount of detergent on sponge.
13. Put down detergent.
14. Wash pot with sponge.
15. Rinse pot.
16. Place pot down.
17. Rinse sponge.
18. Squeeze out excess water.
19. Place sponge down.
20. Turn off water.
21. Pick up pot.
22. Pick up towel.
23. Dry pot.
24. Put down pot.
25. Put down towel.
26. Pick up sponge.
27. Pick up cleaner.
28. Bring to stove.
29. Sprinkle cleaner on sponge.
30. Put down cleaner.
31. Clean stove with sponge.
32. Go to sink.
33. Turn on water.
34. Rinse out sponge.
35. Turn off water.
36. Squeeze out excess water.
37. Bring to stove.
38. Wipe off stove.
39. Pick up towel.
40. Dry off stove.
41. Put down towel.
42. Go to sink.
43. Turn on water.
44. Rinse out sponge.
45. Turn off water.
46. Squeeze out excess water.
47. Put sponge down.

Michelle Shuster
August 1976

GENERAL HOME MAINTENANCE

BEDMAKING - 1 FLAT SHEET AND 1 BLANKET

PREREQUISITE SKILLS: recognizes bed, sheet, blanket, mattress, pillowcase, pillow; manipulates with hands and arms

MATERIALS REQUIRED: bed, sheet, blanket, pillowcase, pillow

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining

TASK ANALYSIS:

1. Get sheet.
2. Take sheet to bed.
3. Put sheet on bed.
4. Arrange sheet on bed (align stripes on edging).
5. Go to head of bed.
6. Tuck sheet under head of bed.
7. To to foot of bed.
8. Tuck sheet under foot.
9. Go to first corner.
10. Raise edge of sheet with left hand.
11. Tuck corner with right hand.
12. Tuck sheet under mattress with both hands.
13. Go to second corner.
14. Raise edge of sheet with left hand.
15. Tuck corner with right hand.
16. Tuck sheet under with both hands.
17. Tuck sheet under left side of mattress.
18. Go to third corner.
19. Raise edge of sheet with left hand.
20. Tuck corner with right hand.
21. Tuck sheet corner with both hands.
22. Go to fourth corner.
23. Raise edge of sheet with left hand.
24. Tuck corner with right hand.
25. Tuck sheet under with both hands.
26. Tuck sheet under side of mattress.
27. Get blanket.
28. Take blanket to bed.
29. Place blanket over sheet.
30. Tuck blanket under foot of mattress.
31. Go to first corner.
32. Raise edge of blanket with left hand.
33. Tuck corner under mattress with right hand.
34. Tuck blanket under with both hands.
35. Go to second corner.
36. Raise edge with left hand.
37. Tuck blanket corner with right hand.
38. Tuck blanket under mattress with both hands.
39. Go to left side of bed.
40. Fold over blanket top.
41. Tuck blanket under mattress entirely.
42. Go to right side of bed.
43. Tuck blanket under mattress entirely.
44. Get pillowcase.
45. Place pillowcase on pillow.
46. Place pillow on bed.

Mandy Chalmers

GENERAL HOME MAINTENANCE

LOCKS DOORS

PREREQUISITE SKILLS: recognizes lock and key; discriminates vertical from horizontal, locked from unlocked; manipulates with hands and arms

MATERIALS REQUIRED: door with lock and key

RECOMMENDED INSTRUCTIONAL APPROACH: backward chaining

TASK ANALYSIS:

1. Pick up appropriate key.
2. Hold key in horizontal position.
3. Insert key in key hole.
4. Turn key one complete revolution.
5. Take key out of key hole.
6. Put away key.
7. Try door to make sure it is locked.

Linda Hope
August 1976

GENERAL HOME MAINTENANCE

WATERS PLANTS

PREREQUISITE SKILLS: recognizes plants, water can, sink; discriminates dry from wet, cold from hot; manipulates with hands and arms

MATERIALS REQUIRED: water can, plant, water (sink)

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Pick up water can.
2. Place water can under faucet.
3. Grasp cold water knob.
4. Turn knob for running water.
5. Fill water can almost to rim.
6. Turn water off.
7. Pick up water can.
8. Place spout downward towards soil of plant.
9. Tilt can until water comes out.
10. Right can when all soil surrounding stem of plant is wet.
11. Repeat for all plants to be watered.
12. Put down water can.

Linda Hope
August 1976

GENERAL HOME MAINTENANCE

CLOSES WINDOW

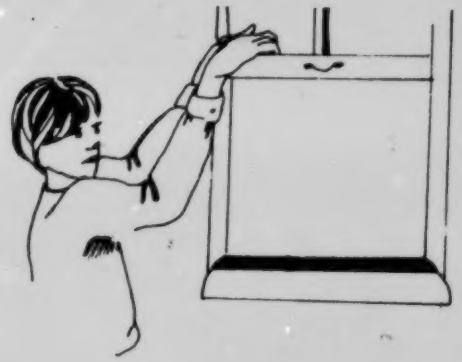
PREREQUISITE SKILLS: recognizes window and window frame; discriminates up from down, open from closed; manipulates with hands and arms

MATERIALS REQUIRED: window

RECOMMENDED INSTRUCTIONAL APPROACH: backward chaining

TASK ANALYSIS:

1. Reach for window frame.
2. Grasp window frame with both hands.
3. Pull down on window frame as far as it will go.



Linda Hope
August 1976

GENERAL HOME MAINTENANCE

OPENS WINDOW

PREREQUISITE SKILLS: recognizes window and window frame; discriminates up from down; manipulates with hands and arms

MATERIALS REQUIRED: window

RECOMMENDED INSTRUCTIONAL APPROACH: backchaining

TASK ANALYSIS:

1. Reach for window frame.
2. Grasp handles of window (if there are any) or place hands under cross bar of frame.
3. Pull upwards on handles or push up on frame with palms of hand.
4. Open window desired amount.
5. Release handles or frame.

Michelle Shuster
February 1977

UNLOCKS WINDOWS

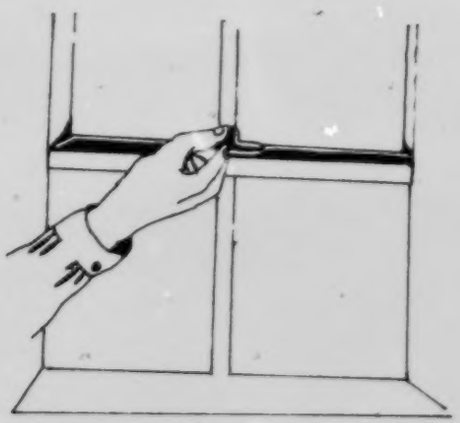
PREREQUISITE SKILLS: recognizes window and lock; discriminates inward from outward; manipulates with hands and arms

MATERIALS REQUIRED: window with lock

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Reach for lock handle.
2. Place thumb on lock handle.
3. Push lock handle to the right as far as it will go.
4. Release lock handle.



Linda Hope
August 1976

LOCKS WINDOWS

PREREQUISITE SKILLS: recognizes window and lock; discriminates inward from outward; manipulates with hands and arms

MATERIALS REQUIRED: window with lock

RECOMMENDED INSTRUCTIONAL APPROACH: shaping

TASK ANALYSIS:

1. Reach for lock.
2. Grasp lock handle between thumb and forefinger of dominant hand.
3. Pull lock handle toward self and to the left as far as it will go.
4. If lock handle does not slide smoothly into latch, check to see what window is completely closed and then repeat procedure.
5. Release lock handle.

Michelle Shuster
February 1977

GENERAL HOME MAINTENANCE

STRIPS BED

PREREQUISITE SKILLS: recognizes bed, bedspread, pillow, top sheet, bottom sheet; manipulates with hands and arms

MATERIALS REQUIRED: bed with sheets, pillow in pillow case, bedspread

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping or fading

TASK ANALYSIS:

1. Remove bedspread by pulling gently.
2. Place down on clean surface.
3. Pick up pillow.
4. Slide pillow out of pillow case.
5. Place pillow with bedspread.
6. Place pillow case in laundry.
7. Repeat if there are two pillows.
8. Pull top sheet off bed gently.
9. Place in laundry pile.
10. Grasp fitted bottom sheet at one corner.
11. Pull up out of corner from bottom.
12. Repeat for other three corners
13. Pick up bottom sheet.
14. Place sheet in laundry pile.

Michelle Shuster
August 1976

TURNS ON/OFF TELEVISION

PREREQUISITE SKILLS: recognizes television and on/off switch; manipulates with hand;

MATERIALS REQUIRED: television

RECOMMENDED INSTRUCTIONAL APPROACH: shaping with fading of assistance

TASK ANALYSIS:

1. Grasp on/off switch.
2. Pull switch to turn on (or turn switch) counter-clockwise.
3. Release on/off switch.
4. Grasp switch, when through watching T.V.
5. Push switch to turn off (or turn switch).
6. Release switch.

Michelle Shuster
August 1976

HANGS MIRRORS, PICTURES, SHADES

PREREQUISITE SKILLS: recognizes nail, hammer, hanging items, wall; discriminates front from back; manipulates with hands and arms

MATERIALS REQUIRED: items to be hung, nail, hammer

RECOMMENDED INSTRUCTIONAL APPROACH: modeling with shaping

TASK ANALYSIS:

1. Grasp nail with one hand.
2. Grasp hammer with other hand.
3. Puncture wall with nail and hold.
4. Bring hammer to head of nail.
5. Bang head of nail with hammer until nail is securely in wall halfway.
6. Place hammer in appropriate place.
7. Grasp item to be hung with both hands so that item is upright and facing body.
8. Match (place) hole or hanger in back of item onto head of nail on wall.
9. Straighten item.
10. Release item.

Linda Hope
August 1976

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DRESSING - MEDIA

CYNTHIA DRESSES HERSELF

Teaching Research
Division of Oregon State System of Higher Education
Monmouth, OR 93761

This ten minute color film demonstrates how learning principles are applied to teaching dressing skills.

GENESIS

Educational Division
Hallmark Films
1511 East North Avenue
Baltimore, MD 21213

This twenty-five minute 16mm color film provides a detailed demonstration of the various steps in teaching a child dressing skills. The film is especially useful in the training of parents.

A SHOE IS TO TIE

Department of Human Development
University of Kansas
Lawrence, Kansas 66044

This sixteen minute color film demonstrates the steps and reinforcement procedures used in teaching shoe tying.

UP THE DRESSING LADDER: STEPS TO INDEPENDENCE

National Audiovisual Center
Sales Order Desk, GSA
Washington, DC 20409

This twenty-six minute video cassette details procedures that can be used in the teaching of various dressing skills.

DRESSING - TRAINING PACKAGES

CORVALLIS PUBLIC SCHOOLS CURRICULUM

Corvallis Public Schools
Corvallis, OR 97330

Includes a step-by-step task analysis for removal of coat and taking off and putting on shoes. Programs including materials needed, teaching procedures and steps are provided for the following: snap a snap, tying a shoe, lacing, untie a bow, button a button, unbuckle-buckling, buttoning (boy's shirt), unbutton a button, zip a zipper. Programs including task objectives, materials needed, pre-requisite skills, pre/post test procedures, criteria, trainer direction, setting, and sequence steps are provided for the following: putting on shoe, taking off sock, takes shoe off and sets it on floor, takes off underpants, takes off a pull-over shirt (undershirt), takes off elastic waist slacks, takes off slacks with closure, takes off back closure dress, takes off hat, removes mittens, puts on socks, puts on underpants, puts on elastic waist slacks, puts on pullover shirt, puts on front closure slacks, putting on coat, puts coat on, puts on hat, puts on mittens, unzips a zipper, zip a zipper, to engage a zipper, unsnaps a snap, unfastening slide-hook fastener, fastens slidehook fastener.

CURRICULUM GUIDE FOR TEACHERS OF THE SEVERELY HANDICAPPED

Missouri State Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65101

Training cards are provided to teach various dressing skills. Each card indicates skill area, sub-skill area, objective, required material and training procedure. Skills included are:

* snap and unsnap
* hook and unhook
* buckle and unbuckling
* use of safety pins
* zip and unzip jacket
* button and unbutton
* lace and unlace shoes
* tie and untie shoes
* take off shoes
* take off socks
* take off pants
* take off shirt (pullover)
* take off bra
* puts on pants
* put on pullover
* put on shoes
* put on socks
* put on bra
* appropriateness of apparel
* place soiled clothes in hamper
* wipe shoes on doormat
* brush clothes
* hang clothes on a hook
* hang clothes on a hanger
* polish shoes

LESSON PLANS FOR ENHANCING PRESCHOOL DEVELOPMENTAL PROCESS

Project Memphis
Department of Special Education and Rehabilitation
Memphis State University
Memphis, TN 38152

Programs written at a developmental level in years with stated purpose, materials needed, teaching procedures, additional activities, additional equipment and suggested criteria. The following skills are covered: pulling at clothing, cooperating with dressing, assisting with dressing by holding out arms, pulling off socks, removing clothing, putting on coat, putting on socks and shoes, buttoning, undressing completely, buttoning, distinguishing front from back of clothes.

THE MARSHALLTOWN PROJECT - BEHAVIOR PRESCRIPTION GUIDE

Department of Special Education
Marshall-Poweshiek Joint County School System
9 Westwood Drive
Marshalltown, IA 58158

A behavioral definition, cues given, measurement criteria, materials needed, behavioral objectives and strategies provide teaching of the following profile numbered programs; removes socks, removes shoes, places on and takesoff hat, puts on simple garment, zips and unzips large zipper, removes coat, when unfastened, puts on shoes, hangs coat on hanger or hook, puts on socks, laces shoes.

PORTAGE GUIDE TO EARLY EDUCATION

The Portage Project
Cooperative Educational Services Agency 12
412 East Slifer Street
Portage, WI 53901

Suggestions and activities to use in the teaching of self-help skills--color-coded activity cards in chronological order from 1-6 years.

Each card lists the skill to be learned and what to do in teaching that skill. The manual contains sections on the describing of developmental areas, use of a checklist and card file, planning curriculum goals, and implementing goals. The programs covered are: holds out arms and legs while being dressed, puts hat on head and takes off, pulls off socks, pushes arms through sleeves, and legs through pants, takes off shoes when laces are untied and loosened, takes off coat when unfastened, takes off pants when unfastened, zips and unzips larger zipper without working catch, puts on shoes, takes off simple clothing that has been unfastened, places coat on hook placed at child's height, unfastens snaps on clothing, puts on socks, puts on coat, sweater, shirt, finds front of clothing, dresses self with help on pullover shirts and all fasteners, initiates and completes dressing and undressing except fasteners 75% of the time, snaps or hooks clothing, puts on coat on hanger or replaces hanger on low bar with instructions, puts on mittens, unbuttons larger buttons on button-board or jacket placed on table, buttons larger buttons on button-board or jacket placed on table, buttons, puts on boots, buckles-unbuckles on dress, pants, and shoes, dresses self completely including all front fasteners, except ties, hangs up clothes on hanger, laces shoes, ties shoes, selects appropriate clothing for temperature and occasion, ties hood strings.

PROJECT TELEPAC

Exceptional Child Center
Utah State University
Logan, UT 84322

A series of instructional packages for parents to help teach their child how to zip and unzip his/her jacket and button and unbutton a shirt. Each package contains a pre-requisite statement of what the child should be able to do, general directions stating when, where, and how to begin instruction, materials needed, a beginning check (pre-test), instructions for correcting or praising, and lessons. Materials included in the package are: the parent manual telling what to do and say in the lessons, the parent chart to keep a record of the student's work and child's progress chart for his/her own.

STEPS TO INDEPENDENCE SERIES

Research Press
Box 31779
Champaign, IL 61820

This project is a series of books which provides an instructional program and the steps involved for the following programs: hanging up clothes, tying shoes, removing pants, putting on shoes, putting on a front button blouse or shirt, buttoning, starting a zipper, zipping, buckling a belt, polishing shoes.

SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN - THE ILLINOIS PROGRAM

Linford, M. Hipsher, L., and Silikovitz, R.
The Interstate Printers and Publishers, Inc.
Danville, IL 61832

Systematic instruction on undressing and dressing procedures for socks, shoes, T-shirt, pants, dress, coat, hat, mittens, zipping, snapping, buttoning, tying with suggested materials and setting. Teaching procedures described in stages of a pre-test--demonstrate--post test fashion. Space is provided for further notes and generalization for needed suggestions and next-step procedures.

THE TEACHING RESOURCE CURRICULUM FOR MODERATELY AND SEVERELY HANDICAPPED

Charles C. Thomas
301-327 East Lawrence Avenue
Springfield, IL 62717

This curriculum provides a task analysis (step-by-step sequence) for the following programs: removes socks, remove jacket (sweater), removes T-shirt, remove shoes, puts on socks, puts on pants, puts on T-shirt, (pullover, shirt, dress), put on jacket (sweater), zip and unzip, puts on shoes, unbutton, remove coat (jacket), engage zipper, button, put on coat (jacket), unsnap, untie shoe laces, unbuckles, threads belt through loops, buckle, unfasten slide-hook fastener, tie shoe laces, snap.

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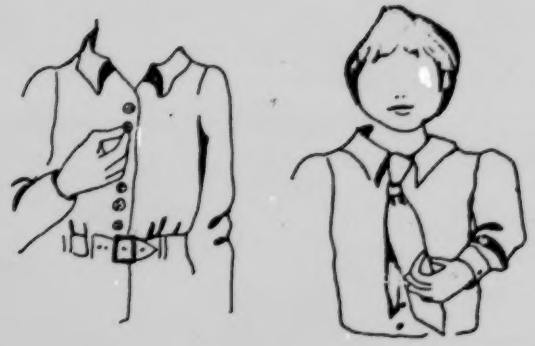

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Tuman, J. (Ed.) Cooperative Curriculum Practical Life Skills. Selah, WA: Yakima Valley School, 1973.

CARE OF THE YOUNG RETARDED CHILD

International Film Bureau
332 South Michigan Avenue
Chicago, IL 60604

This eighteen minute color film is designed to show parents the difference between training the "normal" and the "retarded" child. The film shows specific ways of adapting methods of feeding young children.

C.E.R.C. FEEDING CLINIC

Commonwealth Mental Health Foundation
4 Marlboro Road
Lexington, MA 02173

A 12 minute slide tape show of the feeding clinic at the Fernald State School, showing the inter-disciplinary process of providing feeding help to a family.

FEEDING TECHNIQUES

Commonwealth Mental Health Foundation
4 Marlboro Road
Lexington, MA 02173

This is a seventeen minute slide tape presentation covering various feeding techniques, demonstrated by a physical therapist. Available now, although soon to be revised. The film is designed for professionals and para-professionals.

NORMAL FEEDING DEVELOPMENT AND BEHAVIOR IN THE YOUNG CHILD

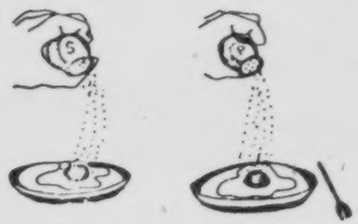
Commonwealth Mental Health Foundation
4 Marlboro Road
Lexington, MA 02173

This twenty minute video-tape is designed to familiarize the viewer with normal oral neuromuscular developments, appropriate foods for various ages and expected feeding behaviors at various developmental stages.

TOWARD INDEPENDENT FEEDING - THE YOUNG CHILD WITH DOWN'S SYNDROME

Commonwealth Mental Health Foundation
4 Marlboro Road
Lexington, MA 02173

This twenty-five minute video-tape is accompanied by a nineteen page manual; designed as a package to instruct parents in the various techniques to aid children with Down's Syndrome who have feeding difficulties. The videotape is intended for use in clinical settings where parents can be given additional instruction if necessary. The manual is designed for parents to take home and use as a reference to encourage feeding independence.



CORVALLIS PUBLIC SCHOOLS CURRICULUM

Corvallis Public Schools
Corvallis, OR 97330

Task analyses are provided for: massaging of mouth tissues and lips to establish "sucking reflex", chewing semi-solid foods, drinking from a glass, drinking from a cup with handle, drinking liquid from a straw, seating oneself at table, usin a napkin correctly, exhibiting good posture at table.

Programs with objective, mate lals, pre-requisite skills, pre/post test, and the task analysis are provided for the following: swallows on command, eats with his fingers, uses a spoon, uses a fork to eat, cuts with a spoon or fork, spreads with a knife on bread.

CURRICULUM GUIDE FOR TEACHERS OF THE SEVERELY HANDICAPPED

Missouri State Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65101

Training cards are provided to teach various eating skills. Each card indicates skill area, sub-skill area, objective, required material and training procedure. Skills included are:

* chewing and swallowing solid food
* finger feed
* use of spoon
* eat with fork
* use of knife
* drink through straw
* drink from cup or glass
* drink from water fountain
* balanced eating and drinking
* use of napkin
* table manners

LESSON PLANS FOR ENHANCING PRESCHOOL DEVELOPMENT PROGRESS

Project Memphis
Department of Special Education and Rehabilitation
Memphis State University
Memphis, TN 38152

Teaching procedures for social skills including: sucking and swallowing, drinks from a cup or glass with assistance, places food in mouth with hands, chews food, spoon feeding, drinking from cup or glass unassisted, self-feeding skills, eating with a fork, sucking from a plastic straw, getting drink unassisted, self-feeding, using paper straw appropriately. Each written on an appropriate developmental level in years with stated purpose, materials, teaching procedures, additional activities, additional equipment, and criteria.

THE MARSHALLTOWN PROJECT - BEHAVIOR PRESCRIPTION GUIDE

Department of Special Education
Marshall-Poweshiek Joint County School System
9 Westwood Drive
Marshalltown, IN 50158

Procedures for: serves self, spreads butter, etc., with knife, holds own cup to lips and drinks, uses fork, uses napkin, pours liquid from small pitcher, cuts soft food with fork, cuts with knife. Modeling and fading of assistance are used. Behavioral definition, cues, criteria, materials, and behavioral objectives are listed.

PROJECT MORE

Edmark Associates
13249 Northup Way
Bellevue, WA 98005

The Project MORE material includes a complete training booklet on each of the following skills:

* setting table
* sitting down to eat
* waiting for others
* serving food
* using condiments
* using spoon, fork, knife
* using a napkin
* second helpings
* buttering bread
* correcting unwanted behavior
* passing food

THE PORTAGE GUIDE TO EARLY EDUCATION

The Portage Project
Cooperative Education Service Agency 12
412 Slifer Street
Portage, WI 53901

Suggestions and activites to use for social training. Color-coded activity cards in chronological order from 1-6 years cover the following:

* sucks and swallows liquid
* eats liquified foods
* eats strained food fed by parents
* holds bottle without help while drinking
* eats mashed table foods fed by parents
* drinks from cup held by parent
* eats semi-solid food fed by parent
* feeds self with fingers
* holds and drinks from cup using two hands
* takes spoon filled with food to mouth without help
* eats table food with spoon independently
* holds and drinks from cup with one hand
* feeds self using spoon and cup with some spilling
* sucks liquid from glass or cup using straw
* scoops with fork
* chews and swallows only edible substances
* uses napkin when reminded
* stabs food with fork and brings to mouth
* pours from small pitcher into glass without help
* feeds self entire meal
* uses correct utensils for food
* uses knife for spreading soft toppings on toast
* serves self at table-parent holds serving dish
* serves self at table and passes serving dish
* cuts soft food with knife
* opens 1/2 pint milk carton

STEPS TO INDEPENDENCE

Research Press
Box 31779
Champaign, IL 61820

These books on self-help skills provide procedures for teaching self-help skills and specific sequences set down in a format that is easy to understand. Sections include: choosing target skills, rewards for learning, behavior problems, the teaching session (shaping, modeling, backward chaining), use of rewards and record keeping. Sequences include: eating with a fork, spreading with a knife.

SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN - THE ILLINOIS PROGRAM - PART II

Linford, Hipsher, and Silikovitz
The Interstate Printers and Publishers, Inc.
Danville, IL 61832

Procedures for teaching "good eating" behavior. Presented in a model lesson plan based on a task analysis of the dining situation, broken down into a number of behaviors, or "stages" for instructional purposes. The behaviors include: entering the dining room, sitting down at the table, good sitting, good hands, good eating, use of utensils, excuse self from table and leaving room, use of fork, use of spoon, use of knife, finger-feeding, use of glass.

GROOMING - ARTICLES

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Ball, T.S. & Minge, R.M. Teaching of self-help skills to profoundly retarded patients. American Journal of Mental Deficiency, 1967, 71, 864-868.

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GROOMING - BOOKS

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Tuman, J. (Ed.). Cooperative Curriculum Development - Practical Life Skills. Selah, WA: Yakima Valley School, 1973.

GROOMING - MEDIA

CLEANLINESS: TO BE CLEAN MAKES YOU FEEL GOOD

McGraw Hill Films
Sales Service Department
1211 Avenue of the Americas
New York, NY 10020

This sound filmstrip available with either record or cassette, is part of the Learning to Learn series. Using children's voices, this filmstrip shows everyday situations to stimulate children to think about themselves.

HEAD TO TOE AND HOW DO I LOOK

Motivation Resources Films
112½ South La Brea Avenue
Los Angeles, CA 90036

These 16mm color films detail the training of various grooming skills. Head to Toe, deals with washing various body parts while How Do I Look addresses general personal cleanliness.

THE SHOWER SONG

Audio Visual Center
Film Rental Services
746 Massachusetts Avenue
Lawrence, KS 66044

This 12 minute color film illustrates the training procedures of a systematic showering program.

TAKING CARE OF YOURSELF AND YOUR CLOTHES

McGraw Hill Films
Sales Service Department
1211 Avenue of the Americas
New York, NY 10020

These eight study prints with open ended captions are part of the Learning to Learn series.

TOOTHBRUSH

McGraw Hill Films
Sales Service Department
1211 Avenue of the Americas
New York, NY 10020

This 8mm silent film loop is part of the Think About It Series. It can be used as a repeating demonstration for the individual learning to brush teeth.

GROOMING - TRAINING PACKAGES

CORVALLIS PUBLIC SCHOOL CURRICULUM

Corvallis Public Schools
Corvallis, OR 97330

Sequences include washing hands, washing face and neck, toothbrushing, combing and parting hair, taking a bath and teaching a child to blow nose. Provided for each teaching sequence are phases with possible alternative approaches.

CURRICULUM GUIDE FOR TEACHERS OF THE SEVERELY HANDICAPPED

Missouri State Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65101

Training cards are provided to teach various grooming skills. Each card indicates skill area, sub-skill area, objective, required material and training procedure. Skills included are:

* self care concepts
* health and safety concepts
* bathing, washing, and drying
* care of hair, teeth, and nose
* odor control
* hair care
* nail care
* use makeup
* use hand cream and face cream
* shave face
* shave underarms and legs
* appropriate menstrual care

LESSON PLANS FOR ENHANCING PRESCHOOL DEVELOPMENTAL PROGRESS

Project Memphis
Department of Special Education and Rehabilitation
Memphis State University
Memphis, TN 38152

Personal skills include drying hands well, brushing teeth, washing hands well and washing face well. Each written on an appropriate developmental level in years, with stated purpose, needed equipment, teaching procedure, additional activities, additional equipment and a suggested criteria.

THE MARSHALLTOWN PROJECT - BEHAVIOR PRESCRIPTION GUIDE

Department of Special Education
Marshall-Poweshiek Joint County School System
9 Westwood Drive
Marshalltown, IA 50158

Detailed programs include dries hands without help, brushes hair, blows nose without verbal cue. Each item has a behavioral definition, cues, measurement criteria, and strategies.

PROJECT MORE

Edmark Associates
13249 Northup Way
Bellevue, WA 98005

Programs include task analysis, how to select students, the teaching strategy, reinforcing, measuring performance, three data sheets, and two graphs. Sequences cover:

* noseblowing
* toothbrushing
* handwashing
* complexion care
* hairwashing
* use of deodorant
* leg and underarm shaving
* feminine hygiene

PORTAGE GUIDE TO EARLY EDUCATION

The Portage Project
Cooperative Educational Service Agency 12
412 East Slifer Street
Portage, WI 53901

Suggestions and activities to use for personal hygiene training - color-coded activity cards in chronological order from 1-6 years, cover the following:

- puts hand in water and pats wet hands on face in imitation
- takes towel from parent and wipes hands and face
- dries hands without help when given towel
- brushes teeth in imitation
- washes hands and face using soap when adult regulates water
- washes own arms and legs while being bathed
- wipes nose when reminded
- blows nose when reminded
- brushes teeth when given verbal instructions
- washes hands and face
- wipes and blows nose 75% of the time when needed without reminders
- bathes self except for back, neck and ears
- brushes teeth
- combs or brushes long hair
- adjusts water temperature for shower or bath

Each card lists the skill to be learned and what to do in teaching that skill. The manual contains sections on the description of developmental areas, use of the checklist and card file, planning curriculum goals and implementing goals.

STEPS TO INDEPENDENCE

Research Press
Box 31779
Champaign, IL 61820

Programs included are bathing and drying, drying hands, brushing teeth, brushing hair, washing hands, facewashing and hairwashing. Each with a detailed description of a teaching sequence, a program strategy for the steps involved, and further suggestions for the teacher.

SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN - THE ILLINOIS PROGRAM

Linford, M., Hipsher, L., & Silikovitz, R.
The Interstate Printers and Publishers, Inc.
Danville, IL 61832

Detailed program for toothbrushing, handwashing, hairbrushing, and noseblowing. Each with stated objective, pre-requisite skills, materials, setting and set-by-step teaching procedures divided into a pre/post test fashion. At the end of the teaching procedures, notes are given as to what to observe and how to remedy a situation to each step of the task.

THE TEACHING RESOURCE CURRICULUM FOR MODERATELY AND SEVERELY HANDICAPPED

Charles C. Thomas Publishers
301-327 East Lawrence Avenue
Springfield, IL 62717

Personal hygiene programs include washing hands, toothbrushing, washing face, blowing nose, taking a bath or shower and combing hair. Each phase provides sequencing steps.

TOILETING - ARTICLES

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TOILET TRAINING - MEDIA

GENESIS

Educational Division
Hallmark Films
1511 East North Avenue
Baltimore, MD 21213

This twenty-five minute 16mm color film provides a detailed demonstration of various toilet training techniques. The film is especially useful in the training of parents.

I'M READY MOM, ARE YOU?

Frasker Film Library
Boston University
Boston, MA 02215

This eight minute 16mm color film presents simple procedures for home toilet training of physically and mentally handicapped children. It is designed for use with parents.

TOILETING - TRAINING PACKAGES

CORVALLIS PUBLIC SCHOOL CURRICULUM

Corvallis Public Schools
Corvallis, OR 97330

Programs on Toilet Training and Reading Potty Chart symbols, each include a behavioral objective, materials, pre/post test, criteria, teacher direction, and sequence steps.

CURRICULUM GUIDE FOR TEACHERS OF THE SEVERELY HANDICAPPED

Missouri State Department of Education and Secondary Education
P.O. Box 480
Jefferson City, MO 65101

Training cards are provided to teach various toileting skills. Each card indicates skill area, sub-skill area, objective, required material and training procedure. Skills included are: use toilet independently and indicates needs to use toilet.

LESSON PLANS FOR ENCHANCING PRESCHOOL DEVELOPMENT PROGRESS

Project Memphis
Department of Special Education and Rehabilitation
Memphis State University
Memphis, TN 38152

Programs for toilet training skills that include: purpose, equipment, specific procedures and suggested criteria. Space is provided on each program to add additional activities equipment and notes and a blank sheet is provided to add other procedures for the stated purpose. Programs include: toilet training - level I (learning to ask to go to the toilet), toilet training - level II (learning appropriate toileting skills by going to the toilet unassisted), removing clothing for toileting, toileting activities - level III (learning to care for oneself completely at the toilet).

PORTAGE GUIDE TO EARLY EDUCATION

The Portage Project
Cooperative Educational Service Agency 12
412 East Slifer Street
Portage, WI 53901

Suggestions and activities to use when toilet training - activity cards cover the following: sits on potty or infant toilet seat for five minutes, uses words of gestures indicating need to go to the bathroom, asks to go to the bathroom even if too late to avoid accidents, urinates or defecates in potty three times per week when placed on potty, uses potty for bowel movements, one day time accident per week, asks to go to bathroom during day in time to avoid accidents, stays dry during naps, wakes up dry two mornings out of seven, makes urine in toilet standing up, wakes from sleep during night to use toilet or stays dry all night, goes to bathroom in time, undresses, wipes self, flushes toilet,and dresses unassisted.

The manual contains sections on the descriptions of developmental areas, use of the checklist and cardfile, planning curriculum goals, and implementing goals.

STEPS TO INDEPENDENCE SERIES (TOILET TRAINING)

Research Press
Box 31779
Champaign, IL 61820

Procedures for toilet training and specific sequences are included. Sections include: record eliminations, where to begin-bowel or urine training?, determining a toilet schedule, rewards for learning, bowel training, urine training, independent toileting, guidelines for teaching programs, questions, and answers. Sequence includes: pulling down and pulling up pants, drying hands, washing hands.

SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN - THE ILLINOIS PROGRAM - PART III

Linford, Hipsher, and Silikovitz
The Interstate Printers and Publishers, Inc.
Danville, IL

This book provides an explanation of a toilet training program divided into four sections: basic questions raised by parents and child care workers, pretraining observation and recordkeeping, developing and implementing a toilet training schedule and developing a child's self control.

THE TEACHING RESOURCE CURRICULUM FOR MODERATELY AND SEVERELY HANDICAPPED

Charles C. Thomas, Publisher
301-327 East Lawrence Avenue
Springfield, IL 62717

This independent toileting program, compiled by the Teaching Research Infant and Child Center Staff, includes a stated objective and sequence steps using shaping and fading of assistance.

TOILET TRAINING THE HANDICAPPED

Instructional Development Corporation
P.O. Box 361
Monmouth, OR 97361

TOILETING MATERIALS

BLUE LITMUS PAPER

Available from any chemical supply house.

ELECTRONIC TOILET-TRAINING DEVICE

The University of Texas
Speech and Hearing Institute Health Science
Center at Houston
1343 Moursund
Houston, TX 77026

or

Robert Michaels
331 Washington Road
Lake Forest, IL 60045

Two devices that can be built at low cost-the body worn alerting device ($4.75) and a unit attached to the toilet to signal elimination ($12.50). A detailed 116 page manual that gives step by step construction procedures and a detailed list of materials and supplies needed may be obtained for $2.00 to cover the cost of postage and handling.

EXTRA BEDDING SET

Stock Number 8W1172; Cost $5.00 (approximate) Sears, Roebuck and Co.

"LITE ALERT BUZZER"

Stock Number 8W1165; Cost $33.00 (approximate) Sears, Roebuck and Co.

PANTS ALARM

"Pants Alert"; Stock Number 552-09; Cost $39.99; BSR/LVE.

POCKET TIMER

Cost $3.95; The Charles Alschuler Co.; Box 3720; Milwaukee,WI 53217.

TOILET TUTOR

Cost: $19.95; Bio-dyne Corp.; 154 East Erie, Chicago, IL: 60611; (Due to late notification of manufacture, the "Toilet Tutor" has not been tested by the authors).

"STAR TINKLE POTTY CHAIR"

Cost: $10.00; Peterson Co., 555 Lancaster Avenue, Reynolds, OH 43068

New Toilet Training apparatuses are being developed continually by various manufacturers, while other manufacturers may cease production. An up-dated list of all available apparatuses can be obtained by writing to Foxx and Azrin at Anna State Hospital, Anna, IL 62906

URINE ALBERT

"Potty Alert"; Stock Number 552-08; Cost: $39.00; BRS/LVE; 5301 Holland Drive, Beltsville, MD 20705

WET-BED ALARM

"Wet-Guard" Deluxe Stock Number 53B21531; Cost: $35.00 (approximate); "Wet-Guard" - Standard; Stock Number 52B21530; Cost: $20.00 (approximate) Montogmery, Ward, Inc.

HOUSEKEEPING - ARTICLES

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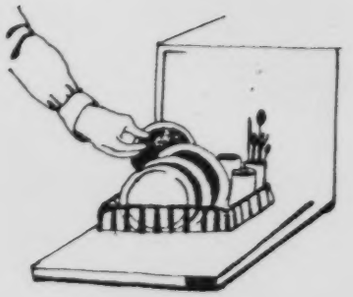

HOUSEKEEPING - MEDIA

CLOTHING: CLOTHES ARE FRIENDS, TREAT THEM WELL

McGraw-Hill Films
1221 Avenue of the Americas
New York, N.Y. 10020

This sound filmstrip uses children's voices playing out everyday situations to stimulate children to think about themselves.

HOUSEKEEPING - TRAINING PACKAGES

CORVALLIS PUBLIC SCHOOLS CURRICULUM

Corvallis Public Schools
Corvallis, OR 97330

Programs in the following areas: bed making (fitted bottom sheet), changing linens (flat or fitted), window/mirror cleaning, sweeping the floor, dishwashing, table setting: one place table setting: four place, setting the table, set table, putting place setting away, pours from a pitcher, identifying measuring spoons, reading and measuring (in cooking), preparation of canned soup, preparation of packaged soup, making macaroni and cheese, making a sandwich, reading and following recipes, making jello, making a cup of tea with a tea bag, making kool-aid, folds flat sheets, folds shirt to put in drawer, sorts laundry by colors into three washloads-white, light, and dark, preparation for steam ironing on cotton, ironing dress without waist, ironing dress with waist and full shirt, ironing a shirt, sweeping with a broom, threads a sewing needle.

LESSONS PLANS FOR ENCHANCING PRESCHOOL DEVELOPMENT PROGRESS

Project Memphis
Department of Special Education and Rehabilitation
Memphis State University
Memphis, TN 38152

Programs to aid children in learning to perform simple household tasks such as sweeping, dusting, etc. The purpose, equipment, procedure, and suggested criteria are listed. Space is provided for additional activities, equipment, and notes and a blank sheet is provided to add other procedures.

THE MARSHALLTOWN PROJECT - BEHAVIOR PRESCRIPTION GUIDE

Department of Special Education
Marshall-Poweshiek Joint County School System
9 Westwood Drive
Marshalltown, IA 50158

Procedures for setting the table with and without assistance and for helping with simple household tasks. Modeling and fading of assistance are used; behavioral definition, cues, criteria, materials, and behavioral objectives are listed.

PROJECT TELEPAC

Exceptional Child Center
Utah State University
Logan, UT 84322

Parent teaching packages to teach sewing; each booklet contains sections on: the purpose, prerequisites, set up, correcting and praising, charting progress, and daily lessons, materials, and activity cards. Packages cover the following topics: easy basic sewing (for left handed children),seam stitching (for left handed children), and sewing on buttons (for left handed children).

SO-SEW STITCH KIT

Milo Products
Grantham, PA 17027

This program teaches beginning sewing in a step-by-step progression:

* basic stitches
* knots
* fastening
* putting on buttons
* threading a needle

Presented in clear, easy to understand language. (An explanation of the program can be found in Teaching Exceptional Children, Winter 1976, pg. 98).

STEPS TO INDEPENDENCE

Research Press
Box 31779
Champaign, IL 61820

Procedures for teaching self-help skills and specific sequences set down in a format that is easy to understand. Sections include: choosing target skills, rewards for learning, the teaching session (shaping, modeling, backward chaining), use of rewards, and record keeping. Sequences include: changing the bed, sweeping, setting the table and making the bed.

HOUSEKEEPING - MATERIALS

CHILDCRAFT - THE GROWING YEARS

Childcraft Education Corp.
20 Kilmer Road
Edison, NJ 08817

This catalog includes a dutch cabinet, sink, stove and refrigerator which may be purchased separately or as one unit (all solid birch plywood). Also available are kitchen utensils, washer-dryer combination, push broom, ironing board, wood iron and laundry set.

CONSTRUCTIVE PLAYTHINGS

1040 East 85th Street
Kansas City, MO 64131

This catalog includes: ironing board, wooden iron, sink, stove, refrigerator, cupboard unit, range and hutch cabinet.

DYNAMIC LEARNING CORPORATION

60 Commercial Wharf
Boston, MA 02110

Catalog (#11380) of educational toys and ADL training aids. Includes fullsized housekeeping corner of sink, stove, refrigerator/freezer.

GENERAL - ARTICLES

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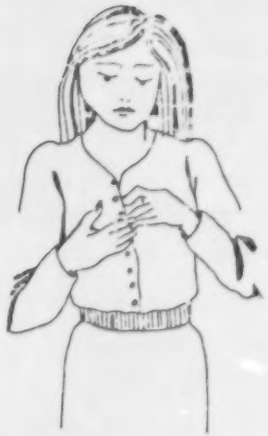

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GENERAL - MEDIA

THE ABC'S OF BEHAVIORAL EDUCATION

Education Division
Hallmark Films and Recordings, Inc.
1511 East North Avenue
Baltimore, MD 21213

This twenty minute 16mm color sound film describes the behavior modification program at the Anne Arunded County Learning Center.

ASK JUST FOR LITTLE THINGS

Educational Division
Hallmark Films and Recordings, Inc.
1511 East North Avenue
Baltimore, MD 21213

This twenty minute 16mm color sound film geared toward parents shows how to teach the child the skills of ambulation, personal hygiene and attending in a home setting.

CARE OF THE YOUNG RETARDED CHILD

International Film Bureau
332 South Michigan Avenue
Chicago, IL 60604

This fifteen minute film for parents compares "normal" children and "retarded" children - specific ways of adapting methods of feeding and tending to the needs and abilities of the young retarded.

GENESIS

Hallmark Films
1511 E. North Avenue
Baltimore, MD 21213

This twenty five minute movie details the step by step procedures for teaching mentally retarded students to dress, to eat, and to become toilet trained.

I'LL PROMISE YOU TOMORROW

Hallmark Films
1511 E. North Avenue
Baltimore, MD 21213

This twenty minute film presents sustained teaching sequences with the retarded children in areas of self-help, gross motor, speech attending, following direction. Principles of reinforcement and backward chaining are presented. The modeling value is high. The different settings are all clinical and the children shown are all cooperative and placid; nonetheless, this is a good demonstration of teaching techniques for the uninitiated parent or teacher.

I WANNA BE READY

AIMS
P.O. Box 1070
5420 Melrose Avenue
Hollywood, CA 90038

This film shows a day care center in which children are learning very basic self-care concepts. Nine minutes of color sides- for parents and teachers.

OPERATION DRY PANTS

Southwest Film Laboratory
3024 Ft. Worth
Dallas, TX 75211

This 30 minute color film uses actual cases to demonstrate self help training in toileting, bathing, dressing and feeding. The setting is a state institution.

OUT OF THE SHADOWS

University of Kansas
Film Services
746 Massachusetts Street
Lawrence, KS 66044

This 17 minute 16mm color film demonstrates successful training techniques for the mentally retarded child in such areas as motor movement, eating, dressing, communication and language development, self-care, and toilet

training. The film covers the progress made in an intensive reinforcement program in one year.

SUZANNE

Commonwealth Mental Health Foundation
4 Marlboro Road
Lexington, MA 02173

This twelve minute movie shows teacher and parents working together to touch a blind severely handicapped child.

TEACH ME

Educational Division
Hallmark Films and Recordings, Inc.
1511 East North Avenue
Baltimore, MD 21213

This ten minute 16mm color sound film is a report of the practicum side of the Warren Development Center, a unique special education center now in its third year.

PROSTHETICS & ADAPTIVE EQUIPMENT

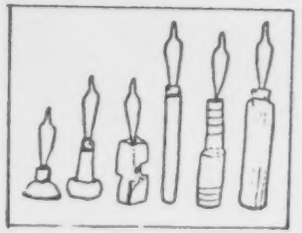
PROSTHETICS AND ADAPTIVE EQUIPMENT

Recent legislation mandating the provision of educational services to severely handicapped students has resulted in many changes in traditional education programs. Although this action is encouraging, it is unrealistic to expect severely impaired students to succeed in the typical educational environment unless support services are provided. One critical support area that teachers must become knowledgeable about is adaptive equipment and prosthetic devices.

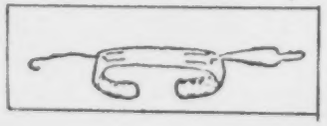
This section provides a brief introduction to some currently available equipment and a short list of references.

DRESSING

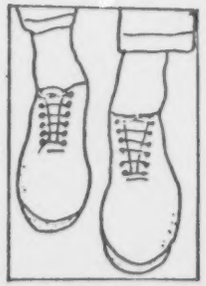
BUTTON HOOKS:
Button hooks come in a variety of models. The double-ended model is for bilateral amputees and accomodates various sized buttons; square wooden model for amputees who have problems with the handle turning in their hooks; and the grooved wooden model enables one to fasten the cuff of his shirt on the functional arm.



COMBINATION BUTTON-ZIPPER PULL:
A combination hook and zipper pull in one unit. Cuff bends to fit the hand.



ELASTIC SHOE LACES:
These laces fit all shoes and enable the individual to slip shoes on and off like slippers.

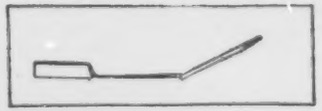


FASTENING SHOES:
A simple way to fasten shoes. Flip to open and snap to close. Snaps can be easily installed.

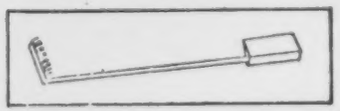
GROOMING

ELECTRIC RAZOR HOLDERS:
Useful for individuals with weak grasp. Designed to fit brand name razors.

EXTENSION TOOTHBRUSH:
A long-handled toothbrush with a positive lock. Useful for individuals with limited range of motion.

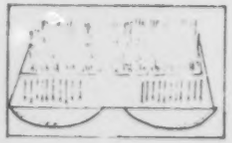


HAIRBRUSH ON A HANDLE:
Nylon bristle brush mounted in an angle arm on a 20" long double T-bar handle.



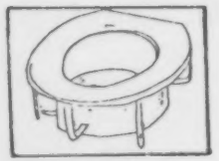
SAFETY RAZOR HOLDER:
A variety available according to individual need. The Quad-Quip holder is helpful to one who lacks fingers. Handle kit for razor supplies an extended handle.

SUCTION HAND BRUSH:
Aids individuals with one hand or weak grasp in washing their hands. The brush mounts to a non-pourous surface.



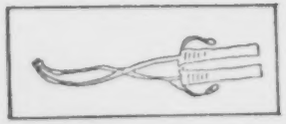
TOILETING

AUTOMATIC TOILET SEAT ELEVATION UNIT:
For the individual who has difficulty in reaching a full sitting position. Designed to fit all toilet seats.



BASIC COMMODE:
Made of high strength aluminum. Unit comes completely equipped with plastic hand grips, toilet seat, and a plastic container plus lid. A variety of adapted commodes have been developed to meet individual needs.

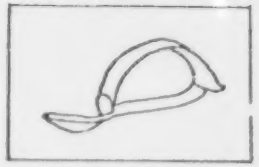
TOILET WIPING AID:
Useful for individuals with short limbs, limited range of motion, and hand function problems. Length is 27".



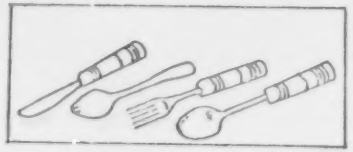
URINALS (female):
Urinals are made of soft rubber with waist belts. Available in one ounce capacities. Collect urine for incontinent women.

URINALS (male):
Made of soft rubber with waist belt. One ounce capacity. Collect urine for incontinent men.

ADJUSTABLE UTENSIL HOLDER:
Holds a spoon or fork securely while making a snug fit on the hand. Useful for individuals without a substantial grasp.

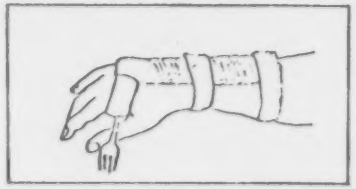


BUILT-UP HANDLE UTENSILS:
The built-ups have a plastic core and a soft foam padded handle. Aids individuals with some gross motor grasp.

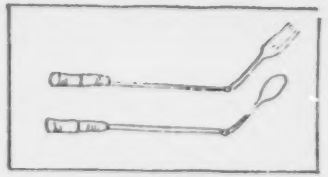


DETACHABLE HANDLES FOR DRINKING GLASSES:
Holders fasten to glass providing a handle that is strong yet can be bent to fit the hand.

DORSAL FEEDING SPLINT:
Designed to support the palm, wrist and forearm of an individual with weak or no wrist extension and limited flexion. Velcro loops allow utensil holder to be angled and positioned.



EXTENSION HANDLED UTENSILS:
A long spoon or fork for individuals with limited range of motion. Handles come in built-up, expanded, and sure-grip style. A wing nut holds the utensil securely.



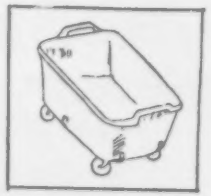
FEEDER DEVICE:
Mechanical device used to increase the functional ability of a severely handicapped individual by supporting the frail or weakened forearm and shoulder in a comfortable and functional position.

HOUSEKEEPING

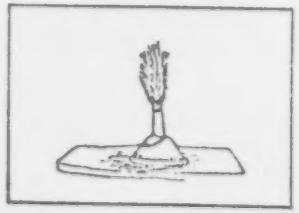
FOOD GUARD:
Aids in preventing spillage of food. Three metal clips hold the guard to the side of the plate. For 9-11" plates.

ONE-HANDED ROLLING PIN:
A rolling pin with a center grip handle. Two wooden rollers for pizza and pastry dough.

PAIL CADDY:
A large dishpan with handles that has been mounted on a frame with swivel casters. The frame is permanently fastened to the pail.



SUCTION MOUNTED BRUSH:
Useful for an individual with one hand or a weak grasp. The suction cup on the bottom holds the brush securely to a non-pourous surface.



WET MOP/SELF-WRINGING:
Using two hands an individual holds the mop full of clean water over the floor. Pulling the lever puts the right amount of water on the floor. Dirty water is absorbed through the foam pads.

BOOKS AND PAMPHLETS ON ADAPTIVE EQUIPMENT

Aids for the Special. (Order from 131 Sayre St., Elizabethtown, N.J. 07208)

Bare, C., Boettke, E., & Waggoner, N. Self-help Clothing for the Handicapped. Chicago: National Society for Crippled Children and Adults, 1962.

Bensberg, J. (Ed.). Teaching the mentally retarded: A handbook for ward personnel. Atlanta, GA: Southern Regional Education Board 130 Sixth Street, N.W., 1965.

Copeland, K. (Ed.). Aids for the Severely Handicapped. NY: Grune & Stratton, 1974.

Finnie, N. Handling the young cerebral palsied child at home. NY: E.P. Dutton, 1975.

Hoffman, B. How to build special furniture and equipment for children. IL: Charles C. Thomas, 1970.

ICTA catalogue. Aids for children. (Order from ICTA Information Center, FACK, S-16103, Bromma 3, Sweden.)

Inservice Training Manual. United Cerebral Palsy Association of New York State. (Order from Department of Mental Hygiene, 815 2nd Avenue, New York, NY 10017.)

Klinger, J., Frieden, F., & Sullivan, R. Mealtime Manual for the Aged and the Handicapped. Essandess, NY: Simon and Schuster Inc., 1970.

Lowman, E., & Klinger, J. Aids to Independent Living. NY: McGraw Hill, 1970.

May, E., Boettke, E., & Waggoner, N. Homemaking for the Handicapped NY: Dodd, Mead & Company, 1966.

Meyer Children's Rehabilitation Institute Teaching Program for Young Children. Handicapped children in Head Start series. Reston, VA: Council for Exceptional Children, 1920 Association Drive, 1974.

Nathan, C. Please help us help ourselves. Indianapolis, IN: Cerebral Palsy Clinic, Indiana University Medical Center.

Robinault, I. (Ed.). Functional aids for the multiply handicapped. Hagerstown, MD: Harper & Row, 1973. (Available in paper from United Cerebral Palsy Association, Inc.).

Rusk, H. Rehabilitation Medicine. St. Louis, MO: C.V. Mosby, 1971.

Selected equipment for pediatric rehabilitation. (Order from Blythedale Children's Hospital, Bradhurst Avenue, Valhalla, N.Y. 10595).

Zimmerman, M. Self-help devices for rehabilitation (Part 1). Dubuque, IO: William C. Brown, 1958 (Part 2, 1965).

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Cristarella, M. Comparison of straddling and sitting apparatus for the spastic cerebral palsied child. American Journal of Occupational Therapy, 1975, 29, 273-76.

Epling, C. Positioning high chair. American Journal of Occupational Therapy, 1974, 28, 112.

Gilbert, P. Wheelchair insert for hip and trunk support for children with cerebral palsy. Physical Therapy, 1974, 54, 254-55.

Gmetter, B.S. & Richards, M. Pulley feeding system. Physical Therapy, 1973, 53, 973-74.

Hallenbeck, P. & Behrens, D. Clothing problems of the retarded. Mental Retardation, 5(1): 21-25, 1966.

Hallenbeck, P. Special clothing for the handicapped: reviews of research and resources. Rehabilitation Literature, February, 1966, 27, (2), 34-40.

Holse-Buehler, P. Wheelchair utility tray. American Journal of Occupational Therapy, 1969, 23, 49-50.

Mathis, J. Adaptive walker for a child with cerebral palsy. Physical Therapy, 1975, 55, 1344.

Minge, M. & Ball, T. Teaching of self help skills to profoundly retarded patients. American Journal of Mental Deficiency, 1967, 71, 864-868.

Munroe, J. Walkers adapted for the handicapped child. Physical Therapy, 1973, 53, 868-870.

Phillpat, R. Head helmet for cerebral palsy. American Journal of Occupational Therapy, 1975, 29, 291.

Riley, M. The effect of an arm restrainer on involuntary movement. American Journal of Occupational Therapy, 1969, 23, 116-18.

White, J. Stimulation box for the profoundly mentally retarded. American Journal of Occupational Therapy, 1976, 30, 167.

Wilbur, F. Foam rubber side-lying support for children with cerebral palsy. Physical Therapy, 1975, 55, 1345.

MANUFACTURERS

(SELECTED COMPANIES WHICH SELL ADAPTIVE EQUIPMENT APPROPRIATE FOR PROFOUNDLY HANDICAPPED CHILDREN AND ADULTS)

Adaptive Therapeutic Systems. (36 Howe St., New Haven, Conn. 06511) Company makes a specialized chair, prone boards, feeding and writing equipment, etc.

Be-OK Self Help Aids. (Fred Sammons, Inc., Box 32, Brookfield, Ill. 60513).

CLEO Living Aids. (3957 Mayfield Road, Cleveland, Ohio 44121).

Contourpedic Corporation. (1106 Edgewater Ave., Ridgefield, N.J.).

Gunnel Manufacturing Company. (7768 Waterman Road, Vassar, Michigan 48768).

I. Mulholland and Associates. (1563 Los Angeles Ave., Ventura, CA. 93003).

Preston Catalogue. (J.A. Preston Corporation, 71 5th Ave., New York, NY 10003).

DRESSING

Takes off Indoor/Outdoor Clothing
- takes off bathing suit (one piece woman's) 34
- takes off boots 32
- takes off bra 34
- takes off dress 35
- takes off gloves 29
- takes off mittens 29
- takes off pants 31
- takes off sanitary belt 36
- takes off scarf (not tied, both ends in back) 33
- takes off shirt pullover 32
- takes off shoes 31
- takes off skirt 30
- takes off slip (full slip) 33
- takes off socks 30
- takes off tie 35

Puts on Indoor/Outdoor Clothing
- puts on barrett (snap and safety pin type) 44
- puts on bathing suit (one piece woman's) 46
- puts on boots 49
- puts on bra 45
- puts on button-down shirt 39
- puts on dress - zip back 43
- puts on gloves 40
- puts on hat 36
- puts on mittens 40
- puts on pajamas (two-piece) 42
- puts on pants 39
- puts on sanitary belt 46
- puts on scarf 41
- puts on scarf for underneath coat 41
- puts on shirt pullover 48
- puts on skirt 43
- puts on slippers 38
- puts on socks 37
- puts on tie 47
- puts on underpants 38
- puts on undershirt (with sleeves) 48

Fastening Skills
- buckles belt 61
- buckling 53
- buttoning 60
- buttoning man's short sleeve shirt 56
- buttons front buttons 57
- fastens jewelry 52
- hooking pants 57
- snapping shirt, bathrobe, coat 54
- starting a two-piece zipper 58

Fastening Skills (con't.)
- ties belt 58
- ties front ties 53
- ties knot 64
- ties shoes 64
- unbuckles belt 62
- unbuckling 63
- unbuttoning (1) 60
- unbuttoning (2) 61
- unfastens jewelry 52
- unhooking pants 62
- unhooks hooks and eyes 63
- unlaces shoes 51
- unsnapping 51
- unties belt 59
- unties bow 50
- unties knot 50
- unzipping a one-piece zipper 59
- zipping a one-piece zipper 54
- zipping a one-piece front zipper 55
- zipping a two-piece front zipper 55

Simple Care of Clothing
- hanging wet laundry (on clothes rack) 69
- hangs items on hanger (shirt, coat, etc.) 68
- hangs wet clothes on line with clothes pins 70
- hangs wet clothes on rack 69
- places clothes on hanger 66
- puts clothes on hanger 66
- polishes shoes - liquid polish 65
- polishes shoes - solid polish 67
- puts belt in pants 68
- removes belt 67

Selection of Clothes
- gets out clothes for next day 72
- picks a pair of mittens 71
- picks a pair of socks 71
- picks out damaged clothes 72
- recognizes own shoes, sneakers, boots 70

EATING

Eats Independently
- bites off pieces of food 75
- cuts with spoon or fork 81
- disposes of napkin 83
- drinks from can 91
- drinks from carton 81
- drinks from glass one-handed 80

Eats Independently (con't.)
drinks from glass two-handed 79
drinks from soda bottle 91
drinks from spoon (soup) 79
drinks with straw 82
eats ice cream cone 85
eats solids with spoon 80
eats with fork 77
finger feeds solids 75
opens cereal boxes 85
opens condiment packages 86
opens flip-top cans 88
opens sugar packets 86
opens twist-top jar/bottles (1) 90
opens twist-top jar/bottles (2) 93
peels bananas 88
peels fruit 95
places napkin on lap 82
pours cold liquids 87
pours cold liquids from pitchers 87
replaces lid 94
scoops food with fork 76
serves self with fork 77
serves self with spoon 84
shells eggs (hard-boiled) 90
slices with a knife 94
spears with a fork 76
spreads 92
stirs with spoon (1) 78
stirs with spoon (2) 78
tucks napkin into shirt 84
unwraps food (1) 92
unwraps food (2) 93
uses a corkscrew 95
uses napkin to wipe mouth 83
uses salt/pepper shakers (1) 89
uses salt/pepper shakers (2) 89

GROOMING

Washes/Dries Various Body Parts
drying body 111
facewashing (1) 100
facewashing (2) 100
facewashing sub-sections 101
fills bath tub 99
handwashing 108
handwashing sub-sections 109
preparing for a bath 99
showering 106-108
showering (and shampooing hair) 110
washes/dries arms 104

Washes/Dries Various Body Parts (con't.)
washes/dries feet 102
washes/dries hair 103
washes/dries neck 105
wiping the nose 112

Non-Washing Body Care
cleaning comb 127
cleans fingernails (1) 121
cleans fingernails (2) 123
cleans toenails (with brush) 124
cleans toenails (with file) 120
combs hair 115
cuts/clips fingernails 119
files nails 115
hairbrushing (1) 113
hairbrushing (2) 114
polishes nails 126
shaves legs (using cream) 122
shaving with electric razor 118
toothbrushing 121
uses astringent 125
uses bandaids 125
uses chapstick 123
uses deodorant (roll-on or stick) 116
uses deodorant (spray) 116
uses face cream 117
uses mouthwash 119

Toilet Skills
flushes toilet 127
post-elimination hygiene 128
toilet training 128

HOUSEKEEPING

General Home Cleaning Skills
chair washing 137
cleans mirrors 134
cleans sink 136
cleans toilet 135
cleans tub 134
cleans windows 133
dusts flat surfaces 138
mopping the floor 131
preparing and replacing the washing pan 143
pushbroom sweeping 139
sweeps floors 138
table washing 141
vacuuming 140
vacuuming floors/rugs 139
washes counters 142

General Home Cleaning Skills (con't.)
washes tables 140
washing cart 136
wet mop floor 132

Intermediate and Advanced Clothing Care
collecting soiled laundry - operating washing machine 143
dampens clothes for ironing 145
folding diapers or towels 144
folding shirt and pants 145
hems by hand 154
irons flat clothes 149
irons flat clothing 148
irons non-flat clothing (shirt) 151-152
patches by hand 156
prewashes stained clothes 155
sews on buttons 157
sorts clothes by color before washing 144
uses home dryer 148
uses iron-on patches 150
uses laundromat dryer 147
uses laundromat washing machine 146
washes clothes by hand 153
threads a sewing needle 158

Preparing and Cleaning Food Area
cleans counter, sink 165
cleans oven 170
cleans refrigerator 169
cleans stove burner 162
cleans top of stove 162
clears table 161
defrosts refrigerator 168
dries dishes, etc. by hand 160
dries utensils by hand 171
lines shelves 171
scours pans 166
scrapes dishes 158
sets table 172
table setting 172
uses dishwasher - putting utensils in machine 163
uses dishwasher - removing utensils 164
uses garbage disposal 167
washes plates, bowls, etc. 159
washes utensils 160

Preparation of Simple Meals
makes/butters toast (1) 180
makes/butters toast (2) 182
operates portable mixer 174
pares vegetables with knife 199
prepares beverages (orange juice) 193
prepares beverages (tea) 175
prepares breakfast meals (pancakes) 177-178

Preparation of Simple Meals (con't.)
prepares cake from mix 184-185
prepares canned fruit 188
prepares canned dinners 191
prepares canned vegetables 194
prepares cold cereal with milk 182
prepares cooked cereal 183
prepares dessert (ice cream sundaes) 197
prepares fried eggs 187
prepares frozen orange juice 186
prepares frozen vegetables 189
prepares jello 195-196
prepares packaged soup 192
prepares pudding 173
prepares sandwich with meat 188
prepares simple salad 190
prepares T.V. dinner 176
prepares toaster waffles 186
regulates stove burners 181
sets oven temperature 180
uses bottle opener 198
uses can opener (1) 179
uses can opener (2) 179
uses kitchen timer 198
uses measuring utensils 181

General Home Maintenance
bedmaking - 1 flat sheet and 1 blanket 205
changes fuse 203
changes a light bulb 201
closes window 207
hangs curtain 202
hangs mirrors, pictures, shades 210
locks doors 206
locks windows 208
opens locked doors 201
opens windows 207
puts in light bulbs 200
puts out grease fire 204
strips bed 209
takes out light bulb 200
turns on/off radio 203
turns on/off T.V. 210
unlocks window 208
uses plunger 202
waters plants 206